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As the Editor Sees It

Time for clubs to organize again; and time to re-emphasize that (1) selections of members by the teachers; (2) election by the present members; or (3) limiting membership on the basis of scholarship (except for interscholastic and other public presentations) or even skill, are out of place in a democratic club set-up. A real interest in the club's ACTIVITIES should be the only requirement for membership. The only justifiable limitations concern sex, accommodations, and equipment.

An excerpt from an August conversation between Ye Editor and a Famous Football Star:

Y.E.: "How's your new Director of Athletics making it?"

F.F.S.: "Not so hot."

Y.E.: "No? What seems to be the trouble?"

F.F.S.: "The reformer is trying to make the boys work for their scholarships."

Y.E.: (solicitously) "Well, that IS too bad. And sort of unusual, too, isn't it?"

F.F.S.: "It sure is! He doesn't appreciate what we are doing for the university. He doesn't seem to remember that football made that institution. A while back it was just another dumpy university, not known outside of its own city. But a winning football team made it into a great school known all over the country. We made it by playing winning football, and now this dodo wants us to work for our scholarships."

Y.E.: "Chez, that's tough. And it ain't right, is it?"

F.F.S.: "It sure ain't."

Y.E.: "But you wouldn't have to work hard, would you?"

F.F.S.: "Naw, but it's the principle of the thing."

Y.E.: "Yeah, it's the principle of the thing."

Because student leadership is so important in school activities, why not use it as the topic for one of your P.T.A. meetings this year? You will find appropriate material and a good bibliogra-

phy in Dr. Reals' article referred to in the "Have You Read These?" Department.

School Service Clubs, under several different names, have increased rapidly during the past few years. Doubtless, in many instances, this development is due largely to an economic reason—the necessity for cutting school expenses. And herein lies this activity's greatest danger. Probably such service does contribute something to those who do it. However, if the students do these office, library, study hall, gymnasium, cafeteria, janitorial, and other tasks even passably well the community may be content and so fail to provide necessary competent service. If these activities are educationally functional they MAY represent an asset; if not, they surely are liabilities. Education should not be pauperized, intentionally or unintentionally, through a service club or similar high-idealed group.

A most timely and appropriate topic for an assembly program—Hallowe'en, one of the oldest of our October celebrations. When, where, and how did it originate? How was it celebrated in olden times? What is the significance of spooks, witches, goblins, black cats, skeletons, and other items usually associated with it? How is it reflected in literature? In what ways can it be wholesomely celebrated in 1938? These topics represent education, not mere entertainment.

Superstitions exert a tremendous influence, even in the lives of supposedly intelligent individuals. Hence, here is a good educational opportunity. Make a survey of the students' (and teachers') superstitions and then build home room and assembly programs around these pet sillies. Talks, debates, open discussions, dramatizations, reports, and other devices may be utilized to bring out the lack of relationship between one item and another it is supposed to influence. Of course, you won't convince all of the "primitives," but you'll benefit many of them.

Practices in Promoting Scholarship

A RECENT study of the Judd Club¹ dealt with the practices of the member schools in promoting scholarship among the pupils. It was the intent of the group to determine the prevailing methods in the use of various incentives for promoting superior scholarship in the secondary school. The study was undertaken in the form of a questionnaire sent to approximately one hundred twenty-five corresponding members of the club, of whom sixty-five replied. That the replies form an adequate sample of prevailing practices is indicated in the following table of geographic distribution:

TABLE I
Distribution of Replies to Questionnaire

STATE	NO. OF REPLIES
Illinois (Total)	18
Chicago—2	
Suburbs—9	
Downstate—7	
Indiana	8
Maryland	6
New York	5
Michigan	3
Pennsylvania, Wisconsin, Wyoming, Nevada, West Virginia, Connecticut (each)	2
Massachusetts, Kentucky, Louisiana, Ohio, Montana, Mississippi, Idaho, Missouri, Kansas, Washington, Utah, New Hampshire, Minnesota, Colorado (each)	1
Total number of replies	66
Number of states represented	25

The replies may also be distributed according to the following arbitrary classification:

TABLE II
Distribution of Replies by Areas

AREA	NO. OF REPLIES	PER CENT
Middle West	35	53.03
East	13	19.69
South	9	13.64
West	9	13.64
Total	66	100.00

In compiling the questionnaire the author consulted the literature on scholarship promotion before constructing the list of incentives given in Table III, each item of which was later broken down for further investigation. This article will deal especially with those phases of the study which have some reference to the National Honor Society, but

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Graduate Student, University of Chicago

will comment briefly on other phases of interest to the principal.

The following table will indicate that there are seven major types of incentives for promoting superior scholarship in use among secondary schools. No significant additions to this list were made by those participating in the study, most of the remarks being an explanation of the methods of administering the various items in the individual schools.

TABLE III
Incentives Used for Promoting Superior Scholarship in Sixty-Six Secondary Schools

INCENTIVES	NO. OF SCHOOLS	PER CT.
Published honor roll	59	89.39
Awards, such as school letters, medals, secondary-school scholarships, college scholarships, etc.	46	69.69
Honor Society	44	66.66
Valedictorian and salutatorian at commencement	31	46.96
Special privileges or exemptions for honor pupils	15	22.73
Participation in scholastic contests	14	21.21
Scholarship honor day	14	21.21
Alumni honor society	3	4.55

From this table it will be noted that forty-four schools, two-thirds of those participating in the study, have some form of honor society. Of these, thirty-nine have chapters of the National Honor Society (either junior, senior, or both)¹, eight have local honor societies, including three alumni groups, while nineteen schools report no honor organization. That the ratio of honor societies in schools participating in this study is much greater than that of the country as a whole is indicated by the fact that there are a few more than twenty-two hundred chapters of the National Honor Society today distributed among the thirty thousand secondary schools of the country. Additions of other "national"

¹ The Judd Club is a group of principals of the high schools in the Chicago area who meet once a month during the scholastic year for dinner and the evening with Charles H. Judd, chairman of the Department of Education of the University of Chicago. At the meetings administrative problems of the secondary school are discussed. Principals in other areas take part in and receive reports of the monthly studies.

organizations and local societies would do little to change this ratio.

The prevailing method of selecting members of the honor society is by a faculty committee, used in half of the schools having honor societies, but the entire faculty makes the selection in fifteen of the forty-four schools. In four schools there is a system of joint pupil and faculty selection, although pupils have some part in the procedure in a few other cases.

In view of the growth of the National Junior Honor Society as a result of the tendency to extend the benefits of the honor society idea farther down in the secondary school, it is interesting to note the progression in the number of schools electing members from the various grades as shown in Table IV. In only one school does the junior society choose members from the seventh grade, while on the other hand only one school (operating presumably on the 7-4 plan), admits no twelfth-graders as such as membership.

TABLE IV
Grades from Which Honor Society Membership Is Drawn

GRADES	NO. OF SCHOOLS	PER CENT
Seventh	1	2.27
Eighth	2	4.55
Ninth	10	22.73
Tenth	12	27.27
Eleventh	35	79.55
Twelfth	43	97.73

One may easily conclude that the principles of selection of the National Honor Society are followed by almost all of these schools, although eight of them do not offer the privilege of membership to members of the junior class, as they are permitted to do by the constitution of the Society. It is assumed that most of these are independent organizations. Although opportunity was given the principals replying to the questionnaire, no one indicated that the honor society idea has been taken over by the junior college, which, however, employs most of the other devices used by the high schools as incentives for improving scholarship.

In all schools having honor societies scholarship, of course, is the first consideration upon which members are chosen. Every school participating in this study except two or three gives equal weight to the primary principles of the Society, namely, service, leadership,

and character. In seventeen schools participation in extra-curriculum activities are used as bases of selection, and in eleven schools holding office in extra-curriculum activities is a consideration. Other criteria in individual schools are "out-of-school activities, personality, being beyond reproach or criticism, good opinion by others, and being all-around good citizens."

The study indicates that accepted methods are used in measuring scholarship as the basis for determining eligibility for membership in the honor society. In twenty-three schools the translation of letter grades into weighted equivalents is the main basis of selection, while in twenty-two the primary consideration is the pupil's rank in class. Thirteen schools use the average of the numerical grades, while in only two instances are the scholarly traits of the individuals independent of marks given important consideration. One school reports a credit-point basis including extra-curriculum work, and one New York high school employs the results of the state regents examinations.

Scholarship promotion is the point of chief emphasis in three-fourths of the schools replying, and in addition thirty of the forty-four schools having honor societies name service as their leading function. Seven place special stress on social activities, and six indicate that the promotion of leadership, character, and service is their main consideration. Urging participation in activities is undertaken by one group, and seven report combinations of the above methods as their points of chief emphasis.

With service as one of their leading aims, the honor societies reporting in this study carry on a great variety of activities within

TABLE V
Activities Carried on by Honor Society in Forty-Four Secondary Schools

ACTIVITIES	NO. OF SCHOOLS	PER CT.
Cooperate with student council . . .	17	38.64
Some responsibility for assembly programs	13	29.55
Participate in the government of the school	10	22.73
Sponsor social events	10	22.73
Offer prizes and awards for high scholarship	6	13.64
Coach retarded pupils	7	9.09

and outside the school. Table V gives some indication of the types of activities, but a large number of schools have reported practices of their particular groups, such as helping to supervise hall monitors, ushering at school

(Continued on page 78)

1 See "History of the National Honor Society," Bulletin No. 67, the Department of Secondary-School Principals of the National Education Association, 5835 Kimbark Ave., Chicago (May, 1937), 7-15. See also "History of the National Junior Honor Society," *ibid.*, 160-163.

Development of New Assembly Practice

OUR school assembly programs, although popular, were not presented in accordance with the best assembly practice. Thus our school faculty knew, and so a movement was started for assembly improvement. As a result, our principal appointed an assembly committee. This committee held a number of meetings, and heard from its members who gave reports on a number of books on assembly and auditorium activities. Recommendations were adopted and submitted to the faculty as a whole. Here is the report.

Report of the Assembly Committee

COCHRAN JUNIOR HIGH SCHOOL
JOHNSTOWN, PENNSYLVANIA

The Assembly Committee decided, as the result of much discussion and many meetings, that assembly programs should be sponsored by individual teachers. It is the opinion of the committee that:

I. Programs should represent the entire work of the school.

II. As many different pupils should take part each week as possible.

III. Every program should show the pupil classwork (or clubwork) of the teacher sponsoring the program.

IV. A one-reel film should be secured by a film committee to be shown each week in connection with the program and that this film should have a direct bearing on the theme of the program.

V. Programs should not exceed one hour in length, meaning that the assembly sponsor need prepare only twenty minutes of the actual program, as the remainder of the hour will be taken up with entering and leaving the auditorium, devotions, flag salute, group singing, film, and unavoidable announcements.

VI. No teacher will be called upon to prepare a second program until every teacher has served. In this manner, no one teacher will be asked to present more than one program in approximately two years.

VII. The auditorium will be guaranteed to the program sponsor the afternoon before his assembly; that is, each Tuesday from 3:48 to 6 o'clock will be reserved for practice for the next day's assembly.

VIII. Any individual teacher who needs help in preparing his program may appeal to the assembly committee for aid, or may secure assistance from any teacher in the building who wishes to help.

MARGARET L. WITT

Teacher of Dramatics, Cochran Junior High School, Johnstown, Penna.

IX. Programs should be kept simple, to eliminate even the most remote possibility of competition between individuals.

ASSEMBLY COMMITTEE,
MARGARET L. WITT, *Chairman*

* * *

To launch this new assembly plan, a short play was prepared and presented in assembly. The audience of approximately sixteen hundred pupils and teachers seemed to understand the play and to enjoy it. We are passing it on for others who may profit somehow by it.

Cochran's New Assembly Plan

CHARACTERS:

Professor Thomas Durbin
Mother Durbin
Tommy Durbin
George Durbin
Sue Durbin
Jane Waters, Sue's friend

SCENE: The den of Professor Durbin's home, 5:00 p.m., Tuesday.

AT RISE: Tom at desk, George, Sue and Jane at card table, all doing nightwork.

SUE: It was a grand game, all right.

JANE: It's wonderful, having a winning team. I wouldn't miss going to Garfield on Friday for anything. If we can just keep up the record!

SUE: No IF about it, Jane. We will. (George puts fingers in ears.) I'd be willing to bet that no team scores a point against Cochran this football season.

JANE: Not a single touchdown?

SUE: Not one.

GEORGE: Oh, why don't you gals either keep quiet or else go down to the living room to do your raving?

SUE: I guess we have as much right in this room as you have, George Durbin. Don't mind him, Jane.

GEORGE: Well, you better mind me. You just better.

SUE: (singing) "Georgie, Porgie, puddin'n pie . . ."

JANE: (joining Sue) "Kissed the girls and made them cry!" (All laugh except George.)

GEORGE: Shut up—all of you!

TOM: (singing) "Porgie's mad, and I'm

glad, and I know what will please him. A bottle of wine to make him shine, and . . . (George clamps hand over Tom's mouth. All laugh. Tom begins to cough.)

MOTHER: (offstage) Tom! Tommy! Is that you, coughing again? Dear me, I don't know what I'm going to do with you. (entering) I believe I'll just keep you home from school tomorrow. Maybe a day in bed . . .

TOM: Yeah! That's swell, Moms. Well, no use finishing this! (Slams book.)

JANE: You're lucky! (George coughs artificially.)

MOTHER: It's strange how contagious that cold became, all of a sudden!

SUE: If you let Porge stay home, too . . .

TOM: Say, what day's tomorrow? Wednesday? (opens book) Guess I'll finish this after all.

MOTHER: What do you mean, son?

TOM: Tomorrow *IS* Wednesday, isn't it?

MOTHER: Yes, but—What does that have to do with it? You mean you have a test?

GEORGE: (returning to his place) Gosh, Mother, sometimes you're awfully dumb. You don't think he'd go to school just to take an old test?

TOM: Tomorrow's *assembly*! I'd have to be a lot sicker than this, to miss school on the day we have assembly. That's the best day in the week.

SUE: That's just it! You kids with colds cough all through assembly, and the rest of us can't hear half of the program.

JANE: More of that coughing is due to carelessness than to actual colds. My grandmother went to assembly last week—you remember, Sue—

SUE: Um-huh!

JANE: —and she was *shocked* at the chorus of coughing after the Lord's prayer. She said it was sacrilegious.

TOM: If you let me go tomorrow, I won't cough, honestly I won't. Then I'll stay home Thursday.

MOTHER: Well, we'll see how you are by tomorrow morning. (sitting on davenport) I'm surprised to hear you say that the attention is bad during assembly.

SUE: Just sometimes, Mother. Especially after the prayer.

MOTHER: Well, I hope that none of my children are ever to blame.

GEORGE: (pointing) Tom—

TOM: (at same time) George—

JANE: I think we could help improve the assembly behavior, if we tried.

GEORGE: Why, we four couldn't do anything.

TOM: Who couldn't do what?

GEORGE: Oh, those silly girls think that *we*

could do something to improve assembly behavior. (laughs)

JANE: Well, I do. You can laugh all you want to. That silly applause, for instance.

SUE: Strangers are nearly overcome, Mother, when we applaud our own singing.

MOTHER: Applaud group singing?

JANE: They do, Mrs. Durbin, honestly.

GEORGE: I want it distinctly understood that *my* singing deserves applause.

TOM: Boo!

MOTHER: Tommy, you mustn't make fun of George. Only, George, I really think that you should do your singing in the privacy of the bathtub. I don't know why you are such a monotone. I'm sure no one in my family ever was.

GEORGE: Guess I inherited it from Dad, since he's not here to defend himself.

SUE: One thing is sure, there should *never* be any applause before or after group singing.

JANE: What about announcements?

GEORGE: Those made by the student president or the principal shouldn't be applauded.

TOM: Not even when the announcement is made that we are to have an early dismissal?

GEORGE: You mean *IF* not when "when"! I don't remember ever hearing such an announcement.

JANE: Not I.

SUE: We learned in Student Council that a guest speaker should be applauded both after he is introduced and after he has spoken, but that a Cochran speaker, who naturally needs no welcome, should be applauded only at the end of his talk.

TOM: While you're arranging the affairs of the universe, you might do something about the squeaking seats. The sound actually makes me grit my teeth, when we rise for flag salute.

GEORGE: Aha! I'm going to report you to the government for failure to pledge allegiance to the stars and stripes.

TOM: What do you mean? Who says I don't?

GEORGE: Well, you said the squeaking seats made you grit your teeth? How can you say the pledge when your teeth are gritting?

JANE: Maybe Tommy's Edgar Bergen and can talk with his mouth shut. Where's Charley McCarthy, Tommy?

TOM: I'll shut some other mouths around here, if you don't quit picking on me.

MOTHER: Tom! That's no way to talk! But about those seats. I would say that a little care in lifting them, as the children rise, and putting them down gently, when they sit down again, would take care of the squeaking very nicely.

SUE: We'll incorporate that suggestion with

our recommendations for audience behavior.

JANE: Say—speaking of assemblies—I was given an assignment at press meeting today, to write an article for the TATTLER on the subject—(hunts through book) Where did I put it?—Oh, here it is! (reads) THE NEW PLAN FOR COCHRAN ASSEMBLIES.

TOM: Sounds Russian to me.

SUE: Russian?

GEORGE: Don't mind Tommy. He just heard of the Soviet Five Year Plan in C. C. and wants to parade his knowledge.

MOTHER: What is this new assembly plan, Jane?

JANE: I don't know exactly, Mrs. Durbin. But Miss Koontz said that I should interview our principal for the details. It seems that our programs in the past haven't quite measured up to the standards set by educators for the ideal junior high school.

TOM: They suit me!

SUE: And you call yourself an educator, I suppose?

TOM: Nope, but I'm being educated, ain't I?

MOTHER: When I hear you use grammar like that I wonder. Correct that sentence, young man.

TOM: All right. I hope I am being educated, am I not?

JANE: I wish your Dad were here, Sue. He ought to be able to explain it to us, since he is a school principal himself.

MOTHER: I hear your father coming now. (calls) Thomas! Come into the den a moment, please.

PROF.: (entering) You called me, Mary? Well, this is quite a gathering. Hello, young ones! (Children all answer at once.)

SUE: Greetings, Daddy.

JANE: How do you do, Mr. Durbin.

TOM: Hello, Dad.

PROF.: How's the cough, son?

TOM: It's gone, Dad.

SUE: 'Till after tomorrow morning, at least!

GEORGE: Say, Dad—we want to ask you something.

PROF.: (sitting on davenport) Well?

GEORGE: Jane has been telling us of some new-fangled plan of assemblies we're to have at Cochran. How soon, Jane?

JANE: Within a week or two, I think.

PROF.: I know what you mean. I was talking to your principal just today, and he told me all about it. Cochran is going to have an assembly plan to be proud of, when it goes into operation.

JANE: Tell us about it, Mr. Durbin!

SUE: Yes, Daddy, do.

PROF.: It seems a faculty assembly committee held a number of meetings, after which a plan was drawn up, according to best assembly practices. As I understand it,

individual teachers will sponsor the programs, which means that, in a school the size of Cochran, each member of the faculty will have charge of one assembly program in approximately two years. The program itself will dramatize the classroom work in the subject taught by that particular teacher.

TOM: Sounds like the bunk to me.

SUE: Never mind Tommy, Dad. He's so dumb he thinks it's Russian!

PROF.: (to Mother) Russian?

MOTHER: Never mind!

JANE: Then you mean that if the assembly is sponsored by a history teacher the program will be historical?

PROF.: That's right.

(Continued on page 93)

Rural School Music Festival

PAULINE M. CARL

Assistant County Superintendent,
Bourbon County, Fort Scott, Kansas

For three consecutive years approximately fourteen hundred pupils from over a hundred schools and trained by as many different teachers have gathered at Memorial Hall in Fort Scott, Kansas, for their spring festival. The program, arranged by the director, is made up of folk tunes and songs filled with child interest.

Few rural children have the opportunity to work in so large a group. This festival affords each individual a chance to participate in a happy life situation. Strange contacts and mingling with other personalities develop confidence and create a new sense of responsibility. In this event pupils not only learn to exercise self-control, but can see its need in executing a successful performance.

Singing to an orchestral accompaniment is also a new experience. The boys and girls become acquainted with the instruments of the orchestra and thereby build a foundation for music appreciation.

As an activity to strengthen the link between the home and the school, the festival is decidedly worthwhile. Parents and teachers become more closely associated through their mutual interest—the children. By drawing the communities closer together, it is possible to point out the advantages of working together.

And the festival is all beneficial just for the pure joy of singing for—

"I am Pan the piper at the gates of Dawn,
A singing bird and the voices of children,
The hope, the promise of Tomorrow,
I am Youth!"

The Case for an Anglo-American Alliance

RESOLVED: *That the United States should establish an alliance with Great Britain.*

HAROLD E. GIBSON

*Coach of Debate, MacMurray College,
Jacksonville, Illinois*

EACH year when the average high school debater is beginning to get well into the middle of the debate season, the debate committee of the National University Extension Association begins to look around for some debate topic that will meet the criteria that have been established for a national high school debate question. Thus, almost a year in advance a careful search is made to discover the problem that will be discussed during the next school year.

Last December the N.U.E.A. committee met and selected three tentative questions, from which a final selection would later be made. These questions were: First, That America should make a change in her foreign policy; second, That national advertising was detrimental to the best interests of the American people; and third, That the Government should own and operate the railroads of the United States.

With these three questions tentatively selected, discussion continued for a period of about four months as to the relative merits of each question before a final selection was made. It was decided to eliminate the question relative to national advertising's being detrimental to the American public because of its highly personal nature and the fact that libel suits might follow when students and publishers made statements regarding nationally advertised products that could not be clearly substantiated. Likewise, the problem of government ownership of railroads was eliminated because it has been a national debate topic in colleges or high schools upon various other occasions.

Finally the question selected was the one relative to a change in the foreign policy of the United States. And it was finally worded, Resolved: That the United States should establish an alliance with Great Britain.

In selecting such a topic the debate committee probably selected one of the most vital problems that confronts the American public today. It is true that our country has many internal problems that need correction and change, but today all eyes are focused upon conditions in Europe, and practically every mother is wondering if they will develop into a new world war which may involve the United States.

Any debate question that is to be used by all the high school debaters of the United

States for an entire year must be selected on the careful basis that has been outlined above. Not only must care and diligence be used in such a selection, but in addition the question must meet the following six requirements:

1. The question must not be one-sided.
2. Proof must be available for both sides of the question.
3. The question must be of timely interest.
4. It must be interesting to discuss.
5. The question must be stated in the affirmative.
6. It must be stated in clear, definite terms.

Now let us take this debate question as it is stated to see if it meets the six requirements listed above. The topic meets the first requirement of any debate question because it is certainly not one-sided. All over our country we find groups of people discussing ways in which the tactics of aggressor nations such as Germany, Italy, and Japan can be stopped. We find constant fear of the growing spirit of fascism, and we find many people who feel that the only way to stop fascism is for democratic nations such as the United States and Great Britain to form an alliance for their own protection. On the other hand, there is a great amount of public opinion against such an alliance and a great feeling that the United States should not involve itself in any alliance.

The question meets the second test because it does have proof available for both sides. There is no dearth of material for either the affirmative or the negative. In fact, the debater will be confronted with the task of selecting his material very carefully from the large wealth of information available on this subject.

As a matter of timely interest no question could outstrip this one. Newspapers are filled daily with the happenings all over the world that might lead the United States into war. The new aggressions of Germany and Italy are constantly alarming to democratic countries like Great Britain and the United States. People are wondering whether Great Britain and the United States can continue to allow these aggressions to develop.

The question very amply meets the last two requirements. Debaters will be vitally inter-

ested in this question just as the people at large are interested in it. Finally, we can see that the question is stated in clear, definite terms, all of which makes for a very adequate debate question.

The debater should remember that this year we are discussing a problem of international instead of national importance. Our problem involves a complete change in the foreign policy of the United States. Before the debater can clearly understand the importance of this question he must know the exact foreign policy of our country as it has been established.

The foreign policy of the United States embodies three very definite divisions. They are as follows: First, a policy of isolation from the entangling alliances of Europe as was first established in 1796 by George Washington in his Farewell Address. We have deviated from this policy only once, and it brought us the disastrous results of the World War; second, the Monroe Doctrine which was formulated in 1823 by President Monroe following the suggestion of Great Britain that Great Britain and the United States should combine to stop France, Prussia, Russia, and Austria from restoring the newly created republics of South America to the Spanish crown. When President Monroe declared that the United States would protect these countries without the aid of Great Britain, the second great part of the foreign policy was established. Third, in 1900 Secretary of State John Hay gave us our third division in the "Open-Door" policy in China. This means that all nations should have equal commercial interests in China, and that China should not become the victim of European colonization.

The proposal that we are debating, if adopted, calls for a very definite change in each one of the three divisions of our foreign policy. First, by the very formation of the alliance we break completely away from the advice of Washington regarding entangling European alliances. Second, we completely destroy and violate the Monroe Doctrine which stated definitely we would not interfere in the foreign affairs of Europe because by the formation of this alliance we do the very thing that we stated over one hundred years ago that we would never do. Third, a very different attitude would be taken by the United States with regard to China, for when we are combined with Great Britain there could be little doubt that the alliance would result in very strong measures on the part of both the United States and Great Britain acting together to force Japan out of China.

We come to the problem now of just what type of common interests do we find between

the United States and Great Britain that would make this proposed alliance advisable. First, both countries can look to a common origin, a common language, and similarity in moral, legal, and political thought. Second, United States is very closely connected with Great Britain because the vast amount of financial investments of Americans in foreign countries is now either directly or indirectly controlled by Great Britain. Today the United States has over thirty-five per cent of its foreign investments located in various British possessions. Certainly a desire to protect these investments should form a link of common interest between the two countries.

Third, the United States finds its greatest ally in Canada, a country that is also very closely bound to Great Britain. In spite of the close relationship between Great Britain and Canada, the United States is able to claim an almost identical relationship. In August of this year President Roosevelt made the statement that the United States would never allow a foreign power to advance aggressively upon Canada. This mutual friendship which is possessed by Canada is another strong tie between the great English-speaking powers.

Fourth, the two nations are bound by our parallel interests in the Far East. Both countries feel a responsibility for protecting certain Oriental sections that are too weak to protect themselves.

Fifth, neither Great Britain nor the United States has imperialistic tendencies at the present time. They both seem satisfied with their own possessions and are willing to continue without an act to secure additional ones. Because of this lack of an imperialistic attitude they are both gravely interested in the continuation of peace. Both have nothing to gain and everything to lose by a war.

Sixth, the recent, continued development of fascism in Europe offers a challenge to the democratic system of government. This new form of government is developing so rapidly that democracy must present a united front if it wishes to stop the spread of dictatorships.

DEFINITION OF THE TERMS OF THE SUBJECT

"THE UNITED STATES": By the term, "THE UNITED STATES" we mean the government of the United States through its legally elected representatives. Under the Constitution of the United States the right to negotiate treaties (or alliances) and to ratify such treaties (or alliances) is vested in the President who has the power to act with the advice and consent of the United States Senate.

"SHOULD ESTABLISH": The term, "SHOULD ESTABLISH" means that the United States and Great Britain should form

an alliance. This term does not make it mandatory upon the affirmative to prove that either the United States or Great Britain will favor such an alliance or that they will negotiate and establish the alliance. The affirmative definitely does not have to show that the alliance will be formed. They have to show that it *should* be effective. They must point out with force that the proposition is favorable and valuable enough to warrant its adoption.

By the word "establish" we mean that negotiations should be started (by the United States) *and carried to a successful conclusion*. It is not enough for the affirmative to merely show that the proposed alliance is a desirable thing and that an attempt should be made to get it adopted. The affirmative must prove that the alliance should be adopted beyond all reasonable doubt. The debater should remember that the term "to establish" an alliance is the same as "to make" an alliance.

"AN ALLIANCE": In defining the term, "AN ALLIANCE" we will take the definition of the Encyclopedia Britannica (Volume I—4th Edition, Page 652) which defines an alliance as follows: "A league between independent states, defined by treaty, for the purpose of combined action, defensive or offensive, or both. Alliances have been directed to specific objects carefully defined in the treaties."

The purpose of the alliance would be for defense, for an offensive attack, or for a combination of both. It should be kept in mind that the alliance itself can say what will be included in the agreement. This is a strong point for the affirmative because they can define the type of an alliance that they wish to propose. The negative must attack their particular alliance. In all fairness we might add that the affirmative must make their proposal for the alliance inclusive enough to be considered to be an important change in our foreign policy.

"WITH GREAT BRITAIN": When we use the term, "GREAT BRITAIN" we likewise mean the legal representatives of the citizens of Great Britain. In that country the power to negotiate and establish alliances is vested in the Foreign Secretary and the Cabinet, which represents the majority party in power in the British Parliament.

Great Britain as a term narrows the scope of this debate down to a discussion of the government of the people of England, Scotland, Wales, and Northern Ireland. These are the only groups governed by Parliament. The debater should not make the mistake of assuming that this debate means an alliance with all of the colonies of Great Britain. They

are not included in the debate question proper.

The question will soon arise as to whether or not the question includes the British Commonwealth of Nations. In a narrow sense the affirmative cannot claim that the entire commonwealth is included. If they were to have been included the question would have been so stated. Technically, it would take separate alliances with all of the nations of the British Commonwealth of Nations to make such an interpretation of the debate question effective.

EFFECTIVE DEVICES OF STRATEGY AND HOW TO USE THEM

THE DILEMMA: The dilemma is a method of strategy used in debate for the express purpose of placing before an opponent two alternatives in the answering of a question. In order to use the dilemma the debater asks his opponent a question that can be answered in one of two ways. The strategy of the use of the dilemma is to ask the question in such a way that either answer given by your opponent will be detrimental to his case. The effective dilemma is one of the best methods of strategy known in debate.

It is good advice for the debater to avoid questions asked him by his opponents with the purpose in view of catching him in a dilemma. If you must answer the question, see to it that all catch phrases and tricks have been guarded against.

A sample dilemma for the affirmative is given below:

ASK THE NEGATIVE: Would the negative prefer a condition in which the growing power of Fascist states such as Germany, Italy, and Japan would become so powerful that they take over the sea power that is now possessed by Great Britain, to the affirmative proposal of an alliance?

IF THEY ANSWER YES: The negative have said that they would rather have the Fascist states of Germany, Italy, and Japan in control of the sea than to have an alliance with Great Britain. Let us look to see what this bold statement of our negative friends would mean if it were actually given an opportunity to become effective. What would happen to the United States if the sea power of Great Britain were suddenly transferred to the Have-Not nations? Immediately we would find that the sea power of the world is in the hands of non-friendly nations, nations that want the possessions of the United States. These nations lack the cotton, pig iron, sulphur, petroleum, coal, and any one of a hundred other articles that the United States has and that the Have-Not nations want. The

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The International Drawing Exchange

Science and art belong to the whole world, and before them vanish the barriers of nationality.—GOETHE.

PERHAPS no activity has had a more diversified or wide-spread influence upon the progress of the human race than has the mutual interchange of ideas. In its earlier stages, interchange found a limited expression in barter among primitive peoples. This developed into trade and the opening of trade routes, widening its scope into the commerce of nations and the diplomacy of governments. From the branching out of these activities grew the guilds of master craftsmen whose industry and skill covered the medieval world with architectural beauty and filled its galleries with priceless works of art.

Nations and civilizations have their problems of religious differences, of government, education, laws and customs, health and employment. They differ in manners of life, in modes of thought and expression, yet there are some elements in which the thoughts of all people are akin, at least in the abstract. One of them is art. Art speaks in a common language. Art holds a common appeal for all the world, whether it be a pastoral, or a statue, or a house, or a machine—delineated by brush, pen, pencil, or chisel.

With the growth of ideals through education, with the higher realization of freedom, of justice, of humanity, of service, the selfish impulses become less and less dominant. As we are brought more and more in touch with one another, with a common ground of interest, there is less occasion for misunderstandings, and a stronger disposition when we have differences to adjust them peacefully. If groups are bound together by broad interests and feel themselves a part of a larger whole to which all acknowledge allegiance, there will be less dissension. Boys do not make war. Men make war. When a boy in one nation has a warm friend in another nation, his tendency will be to judge all of that nation by the high standard set by his friend.

Men are merely boys of an older growth. It is hoped that through the International Drawing Exchange which originated at the Roosevelt Senior High School, Chicago, many boys in many nations will have many friendships in other nations, friendships that will endure into manhood and exert their benevolent influence. War between nations will be abolished when individuals abolish war in their own hearts, when self-interest gives place to

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brotherly love. Then we shall be found loving our neighbor as ourselves. The establishment of world peace is such a big thing that we are apt to think it can be accomplished only through big measures, through conferences, through the endorsing of policies and the signing of pacts, and are inclined to forget how important the little things are, the little things that go to make up the whole.

In March, 1928, the Roosevelt Senior High School conceived the idea of exchanging free-hand, mechanical, and architectural drawings with the students of secondary schools or their equivalent in other nations of the world. The first move made was to establish the following objectives:

1. To exchange drawings and other educational material and to accept and assimilate ideas from all over the world, also to establish a permanent educational exhibit to include the work of architectural, engineering, and art students in foreign countries.
2. To bring about international understanding and good-will through education and the medium of the school, and to develop toward the people of other countries a spirit of tolerance and friendly cooperation.
3. To give for the sake of giving and to give those who are interested in architecture an accurate knowledge of the architecture of other lands.
4. Ethnologically, to study the racial differences in reference to art.
5. To create international friendly rivalry, which is the spur to industrial improvement and the aspiration to useful invention, and to high endeavor in human activity.
6. To achieve unity between the nations of the world, which may lay the foundation for a universal era of peace and good-will among them.
7. To exert a direct influence upon the established policy of cooperation between the United States and other countries.
8. To bring about a world-wide exchange of ideas for the advancement of education and to obtain new ideas in art, architecture, and engineering, and mechanical designing from foreign countries.
9. To learn of the accomplishments and difficulties of students in other countries, to inject a spirit of romanticism into the daily

routine of school work, and to provide an educational diversion for the students.

10. To create everywhere a passionate opposition to war as rationally unjustifiable, morally indefensible, and socially and commercially suicidal.

11. To develop a public relations department in the schools.

12. To avoid a self-righteous attitude, as no nation has a stainless history, and to cultivate and promote a spirit of friendliness with other nations—to try to understand them, to get their point of view, to appraise justly their racial and cultural and economic backgrounds, their pressures of population.

From the State Department at Washington we obtained an official list of American consuls and ambassadors in foreign countries. Then to the four corners of the earth went forth letters to American consuls asking for their cooperation in an international exchange of drawings and ideas. Some of the first replies were from consuls directing further correspondence to some educational official or instructor, but many replies came directly from the foreign educators themselves. The International Drawing Exchange is greatly indebted to the courtesy of the American and Foreign Consuls who have cooperated very cordially in placing the students in contact with appropriate schools in their respective localities. These contacts continue to grow.

The International Drawing Exchange has been in direct communication with government officials and others in practically all the countries of the world. Letters and newspaper articles showing the growth of this plan of educational cooperation between the nations of the world have been received from France, Germany, Mexico, Irak, Siam, Poland, Greece, Ethiopia, Norway, Sweden, Denmark, Estonia, Lithuania, Danzig, Hungary, Belgium, Liberia, and other nations, all expressing a willingness to cooperate.

The following article appeared in the *Journal of Education*:

"The International Drawing Exchange has had the most elaborate student correspondence with the high schools of the world of which we have ever known. The Consuls of all foreign countries have cooperated in making connections with the leading cities of all countries. As a result the students are genuinely interested historically, industrially, and civilly."

The following from Poland is typical of letters received from various parts of the world in response to drawings sent to foreign countries:

"We thank you very much for the children's drawings. It is a great pleasure to say that the drawings are not only pretty but also very interesting as to concern the disposition, the contents and the colors."

A letter from the Consul General of China stated that he heartily approved of our efforts in contributing to a better international understanding. From the State Civil College in Monterrey, Mexico, came a promise to send plans and details of architecture typical of that region. Rosario, Argentina, sent a reply to the effect that in the near future direct communications from the students of the Rosario Consular District would be received. The leading newspaper in Rosario, *The La Capital*, contained an extensive account of the International Drawing Exchange.

A letter from Thebarton, South Australia, states that the director of the Junior Technical School is particularly interested in exchanging drawings with schools in Japan and he proposed to write to the American consul in Nagasaki.

The American consuls in Oslo and Stavanger, Norway, have forwarded letters to all the interested schools in those cities, and we have made some very interesting contacts. Students who were named "good-will emissaries" have visited foreign countries, including Germany and Norway, and have given first-hand information of the International Drawing Exchange. The aim of these emissaries was to create a more friendly relation between the students of the United States and those of foreign countries.

We find the students are all glad to know that in far away lands they have made new friends. Even though they have never seen those friends, they are becoming well acquainted with them through correspondence and exchange of drawings. They like their distant friends and feel that this feeling is reciprocated.

In order to carry out the work of the International Drawing Exchange the drawing departments of the various schools have been organized with international chairmen and sub-chairmen for each country in the world. The staff also includes editors and assistants, stenographers, and interpreters of foreign languages. Students have been found in the drawing classes who are familiar enough with foreign languages through speaking them in their homes, to act as interpreters of German, Greek, Italian, Norwegian, Polish, Swedish, Spanish and Czechoslovakian. Custodians of mailing, philatelists, and managers of exhibits have also been appointed.

The International Drawing Exchange has
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The First National Student Congress

PRACTICAL experience in government participation was gained by a limited number of high school students from all over the country when for the first time in connection with the annual tournament of the National Forensic League at Wooster, Ohio, on May 2nd to 6th, a National Student Congress modeled on the federal legislature was held. Mock congresses are not new, for they have been held in many places in the past, but this one carried out a far more ambitious program than has ever before been attempted.

In the Senate, for example, twenty-seven boys and five girls, representing seventeen different states from Minnesota to Louisiana and Massachusetts to California, sat for four days debating not only questions pertaining to the administration of the NFL itself, but also questions of national and international significance.

Rigid adherence to parliamentary procedure was practiced, and in order that someone might extricate them when they became too involved with the intricacies of various points of order, the Speaker of the Ohio House of Representatives (Frank Uible) was present for the first two days to act as an instructor and general interpreter. And to the credit of the high school boys and girls taking part Mr. Uible declared that the members of the mock congress were much more familiar with the rules and regulations and better able to apply them than are the members of the Ohio legislature when they assemble for the first time.

The two bodies of the Congress met in the churches located just across the street from each other, so that it was a simple matter for the pages to run back and forth carrying numerous messages. Joint sessions of the two houses were held once or twice, at which time the NFL president, Karl Mundt, addressed the group.

From the very beginning, the legislators assumed a serious attitude, although all of them were but high school juniors and seniors who had been duly elected to their positions. Two senators from each state or NFL district were entitled to be seated, while membership in the House consisted of about fifty-five students representing those chapters which had been eligible to cast fifty votes in NFL history. Since this was but the first of what is intended to be an annual event, it is expected that a greater number of students will participate in succeeding years.

At the opening session, members were

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appointed to serve on the following committees: Agriculture, Appropriations, Commerce, Foreign Affairs, Interstate and Foreign Commerce, Judiciary, Military and Naval Affairs, Social Welfare, Ways and Means, National Tournament, District Tournaments, Student Congress, and Good of the League. All bills, after having been properly introduced, were referred to the committees and reported to their respective houses after consideration.

An office for the Congress was provided, so that all bills might be printed for distribution to the members at the proper time. Two clerks, recording and roll-call, took down events as they occurred. A speaker, chosen from the students, was elected to serve under the direction of Vice-president T. C. Bond in the Senate, while in the House a student speaker was designated to preside in the absence of "Speaker" H. J. McCabe.

Proper subject matter for bills introduced in the Congress included anything about which the national Congress might legislate, and in addition, matters pertaining to the regulation of the NFL, its tournaments, and the Student Congress. Since the legislators themselves were all among the outstanding high school debaters in the country, they were actually quite well informed on the subjects they were debating, and their arguments were, for the most part, well thought out and based on solid facts.

Because almost all of the participants were also entered in various contests in the NFL tournament, it was sometimes difficult to be sure of a quorum, but probably the Student Congress had little more trouble in this respect than does the national Congress they were simulating. Debates on many questions were heated affairs, and even while one speaker was concluding his remarks, half of the other delegates could often be seen sitting on the edge of their chairs hoping to be recognized next.

Particularly lively discussions occurred over the questions of the United States joining the League of Nations, of the anti-lynching bill, and of government regulation of public utilities, also a warm argument about holding the 1939 NFL tournament in Beverly Hills, California.

Since the delegates came from all parts of the country bringing with them the views

and prejudices of their own states, the Congress was vastly more significant than those purely local parliamentary bodies which have functioned in the past. Top-ranking speech students as the delegates were, many of them will find their way eventually into political careers, and for them the Student Congress was an invaluable educational asset as well as a thoroughly enjoyable experience. They, as well as the other NFL members and local people who viewed the activities from the galleries, learned a memorable lesson in congressional procedure.

It is certain that their experience as representatives to the first National Student Congress will be long remembered by all the participants. None wanted to think of adjournment at the closing session, but when it became inevitable, all were probably thinking thoughts similar to those voiced by the student vice-president in the Senate, when he declared that in lowering the gavel to indicate the end, he was tapping out one of the most glorious weeks of his life. A few of the students who are still in school will meet again in the second National Student Congress, and all of them wish that they might be one of that body when it convenes next year in Beverly Hills.

Science Club Makes Amplifier

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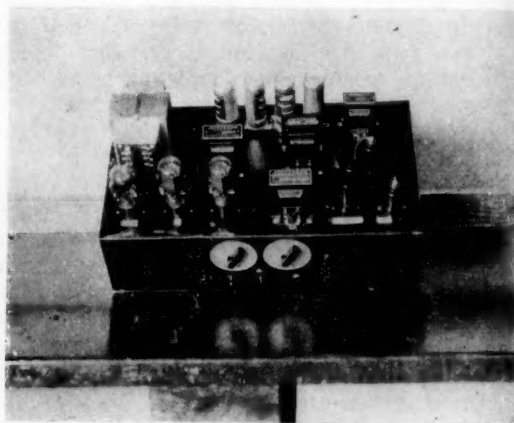
The general interest of the science club of the Las Vegas (New Mexico) High School was in the field of radio, and the club decided to construct an amplifier for a public address system to be used by the school for various assembly programs and athletic contests. Several problems were confronted by the club at the beginning. Should it buy a kit, or use a diagram from a radio magazine? This could not be decided until the out-put power was determined. After study and discussion on the part of the group it was decided that eighteen watts power was necessary. This presented another problem, for a kit or diagram with the necessary out-put could not be found. Upon careful consideration the members, however, decided to design and build their own amplifier.

Material on radio tubes, amplifiers, and sound systems was gathered. A local sound system was very carefully inspected, with the result that the number and type of tubes were determined and the work was to be started. Two boys were appointed to make a diagram of the amplifier.

During the time the discussion and work

of determining the amplifier was in progress the question of money for construction had arisen. While two members were designing the amplifier, the others were busy raising funds.

The designing of the amplifier was a much greater task than was at first thought. It was finally necessary for the boys to seek advice from an interested radio engineer, and



The Science Club Project

the result was a six tube amplifier giving about twenty-two watts maximum output. It had three stages of amplification in which metal tubes were used. There were two power tubes used in push-pull. This construction was used so that fidelity could be maintained if the amplifier was run at its maximum load.

After the drawing of the circuit, the listing of parts and ordering took place. The club decided to order a special transformer, so that the source of current would be centralized and the amplifier would be assured the proper current for all plates and filaments without an overload on the transformer. This required the making of specifications for the building of the transformer.

Members of the club secured some sheet-iron and succeeded in making the chassis. The arrangement of the transformer, tubes, chokes, and condensers were then planned so that no magnetic fields would interfere. This completed the foundation work for the amplifier.

The next step was the connecting of the unit. After much study it was agreed that the best way to connect the unit would be to make a diagram so that the placing of every wire would be known before the actual wiring began. This was done on a large cardboard, keeping the wires in cables and showing the location of all resistors and condensers. The circuit was checked and rechecked to make sure that no mistakes had been made.

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The Dramatization of a Speech Recital

FOR the past few years Verse Choir has again taken its place in speech work in the American high schools. Many interesting selections and variations have been tried and proved good. Poetry recitals have their place but they are without imagination, and the audience demands a time limit to prevent boredom. With the entrance of Verse Choir into the speech circles again, variety is achieved.

For the past three years Verse Choir has been tried in Wasatch Academy with growing success. However, the best success we have had has been when the Speech Recital replaced the Poetry Recital, giving more variation and consequently a longer program which the audience has enjoyed. A Speech Recital built around well-chosen selections given by the pupils and aided by costuming, scenery, and lighting effects hold the attention of the audience.

The following suggestions for dramatization of Verse Choir and Solo work have been tried during the past two years in Speech Recitals and have been well received. Let us consider the following program and then the methods in which they may be portrayed. The individual numbers will be called "solos" and the other numbers will be the "verse choir" numbers as suggested.

I

"For Goodness' Sake!".....T. A. Daly
 "Kids".....Witter Bynner
 "The Party at Crogans"....Florence J. Boyce

II

"The Wife of Judas Iscariot".Cale Young Rice
 "Rendezvous with Death".....Alan Seeger
 "Noah Built the Ark".James Weldon Johnson

III

"In a Garden".....Frank C. Egan
 One Scene: A Garden One Time: Midnight
 One Couple:

She and He

IV

"The Lobster Quadrille".....Lewis Carroll
 "Give Us Men".....J. G. Holland
 Verse Choir

V

"Noah and Jonah and Cap'n John Smith"..
 ..Don Marquis
 "Death and General Putnam":
 ..Arthur Guiterman
 Verse Choir and Solos

VI

"Heaven for Horses".....Lew Sarett

JOHN F. HABERBOSCH

Speech Instructor, Wasatch-Logan
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"Caliban in the Coal Mines"...

..Louis Untermeyer

VII

"Psalm XXIV".....Bible
 "King's Messenger"....Classics of Confucius
 "And She Cried".....Minne Irving
 "A Little Peach".....Eugene Field
 Verse Choir and Solos

The first set of selections should be humorous in order to get the attention of the audience for the succeeding numbers. For humorous selections the stage should be well lighted and the properties simple.

In the above program the first number is an Italian dialect piece, and the costuming that of an Italian working man.

The next one can easily be portrayed by a small barefoot boy dressed in play clothes. Most high schools have pupils that can fill the requirements for this number.

The last number of this set is given by an Irishman who could wander on the stage and seat himself on a bench or stump and relate his experiences at Crogans.

The second set as listed in the suggested program are heavy, dramatic selections with a few properties. The wife of Judas Iscariot wears a black shawl, which covers her head, and a long, black dress. The lighting may come from the footlights. Blue lights carry out the word color scheme better than any other color.

The second selection is that of a soldier dressed in a 1918 uniform, with gas mask on his chest, steel helmet on his head, and a bayoneted rifle in his hand. A trench can be portrayed by having a box-like affair running edge-wise to the audience. Rusty barbed-wire entanglements and sandbags, made of rolled up gunny sacks placed on top of the trench, make the scene impressive. A blue spotlight shining in the soldier's face as he recites off stage across the trench is quite effective. He should face half-way toward the audience or he will not be understood.

The third number in this dramatic set has fewer properties but stands out through the lighting effects and the enthusiasm of the reader. A Negro preacher in traditional black frock coat, if possible, or a dark suit, gives a sermon in which he moralizes, exhorts, and lectures. The stage should be bare. A spot-

light about ten feet in front of him on the floor of the auditorium throws a huge shadow on the curtains behind him as he gestures and moves about on the stage. In none of the above numbers is there any other light than that suggested.

To continue the variety of this Speech Recital, a simple playlet should be introduced some place in the program. The play suggested is about four pages long, and the characters speak only one word in each speech. The scene is simply and quickly set. If you have a woods scene, use it here. If not, any subdued background is acceptable. A garden bench, a hinged trellis on either side, and a string of Japanese lanterns strung across the stage create the appropriate atmosphere that the play needs. A blue moon, i.e., a blue spot from off stage shining on the bench, gives more light on the stage and adds to the scene. The lighted Japanese lanterns keep the set from being too dark. The clock striking in the play is off stage and may be either a triangle or a cymbal.

To keep variety the key-note of this Recital and to give emphasis to the Verse Choir, the Choir should perhaps make its first appearance in the middle of the program. This is left to the director's discretion, however. Some directors prefer that the Verse Choir open the program and close it. By all means have it close the program.

I find that the Verse Choir presents a better appearance if it is dressed uniformly. For example, the girls dressed in light gray tailored suits and the boys in sports outfits, light coats and dark trousers or vice versa. The girls' blouses should be in pastel shades to harmonize, and the boys should wear white shirts and not too vivid neck-ties. White shoes on either boys or girls should be avoided because they stand out too strongly. Uniformity pleases the spectators when large groups are together on the stage.

Only a few of the Verse Choir numbers need clarification. In "Noah and Jonah and Cap'n John Smith" by Don Marquis, we find three boys symbolizing these immortals in heaven. The boys are sitting on logs holding fishing poles in their hands. The Choir gives the explanation while the boys give their own speeches. A narrator may be used for the explanations, if it is undesirable for the Choir to do it. The boys can be dressed in old clothes with the necessary hand properties. Overhead border lights supply the lighting and the woods scene may again be used.

A fireplace, a chair, and an overhead white spot shining on the chair are all the stage properties needed in the next number. The background cannot be seen if the spot is directed straight down so it can be disregarded.

The fireplace can be the trench turned around with glowing embers for the fire. The general should sit in the chair looking into the fire. His costuming can be a blue double-breasted overcoat with a white muffler as a stock. His hair should be white. Death should be portrayed by a tall lanky boy with a fairly deep voice. He should have on a dark cape and a black slouch hat and should *never* step into the radius of the spot-light. This creates the black and white contrast between Life and Death. The Verse Choir gives the continuity of the selection. They can be off-stage; but preferably to one side of the auditorium facing the audience where they can see the director, if a director is used.

The last two solos are as follows: A cowboy with one foot on a rail fence talks to his horse he has loosed into the pasture. Only a corner of the fence is seen; the opposite ends of the fence are off stage or are hidden by the drawn curtain. He should speak towards one corner of the auditorium so that he can be easily understood. A saddle and a bridle hung on the fence add color and reality to the scene. The woods scene can be used again as a background.

The second number presupposes that the stage and the auditorium is a coal mine, and consequently the only lights are those seen on the caps of the miners moving about on the stage. One miner stops from his work and speaks. The others continue their picking and hammering on rocks in a subdued tone till he has finished and the curtain is drawn.

The final group is given by the Verse Choir on the stage. "Psalm XXIV" moves slowly, majestically, using girls' light and dark voices, and boys' parts. The second number is in direct contrast. It begins slowly and builds up to a crescendo both in pitch and time. The third selection has two solos within it, while the Verse Choir carries the interludes. The girl sits in a chair in front of the Choir and the boy stands out behind her. The final number uses the antiphonal method between the boys and the girls, the girls taking the lead and the boys replying on the final two syllables.

The costuming and the lighting effects should carry out the thought and action of the selection. Many startling and interesting effects can be made by moving the spots around until the best picture is found. Quite often a projection spot from the rear of the auditorium will throw the speaker into prominence during his selection. If lights, shining upon the speaker from the back of the stage, are used, be very careful that the speaker stands *directly* in front of it, or it will blind the audience. It is much better to shine sil-

houette lights from the side and back of the stage. They should either be placed high and shine down or low and shine up to avoid the audience. At least one *light* rehearsal should be held before the final presentation of the Speech Recital.

The general effect of each number is aided considerably by broad detail in costuming, lighting, and properties used. By broad detail is meant the properties easily seen by the audience, while minute detail would be the actual make-up on eyes, beards, and smaller properties not so easily seen by the audience under the various lights. Despite the emphasis laid upon the dramatization of the Speech Recital in this article, never forget that the burden of the actual presentation lies on the shoulders of the speakers and the interpretation of the author's thoughts. Dramatize your next Speech Recital and see how much more effective and interesting it will be to your audience.

Fingerpainting--A New Medium of Expression

ELEANOR M. MARSHALL

Fingerpainting will solve many of the questions which an understanding teacher is forced to answer if she is to be of the greatest aid to the pupil who is difficult to know.

The only materials necessary for the work are paper and paint, although sometimes wooden ladles are used for applying extra large smears of color. The artist gets very, very "colorful" hands.

The paper is specially prepared, for it must be immersed in water and spread out flat before work commences. Then the beginning artist uses the paint to daub in a background. No one instructs him how to proceed. He can use a big sweeping movement of his hand. He can make only tiny smudges with his fingers. He can rub with the backs of his hands to obtain big blobs. Or he can scratch in tiny figures by using his fingernails.

But by using some of these methods he starts a design which grows by itself as the paint spreads over the moistened paper. He works away, absorbed in his creation. He adds lines here. He checks others that threaten to trickle by patting them quickly.

No longer must a pupil have a teacher to supervise how he shall hold his brush or mix his colors. He creates as he plays when he fingerpaints. He enjoys it because he is expressing himself in color in a picture that he can keep as long as he wishes.

Miss Ruth Faison Shaw, founder of the Shaw School in Rome, says that fingerpainting has a place in the educational program in order to give the pupil a medium which he can use as play while he learns to co-ordinate, to harmonize, and to adapt his, or her, individual life to the surroundings.

To quote Miss Shaw, "Children have many thoughts that they can not express in words. Their vocabulary is too small. They have thoughts they can express by other means, by whistling, even by squirming. But they also have more thoughts that they never have been able to express in any known way. And these are the thoughts that have to do with color and with life in motion.

"To express these thoughts the child developed a more interesting color game than the adult could offer. He began to make mud pies. This was a satisfactory game needing no guidance nor teaching. But there were two faults—the pies were not something permanent and their color was always the brown of mud. Both these defects are corrected in fingerpainting."

Experiments under Mrs. Elmer F. Crittenden in the nursery school on Wellesley College Campus have proved that fingerpainting is one of the most effective ways of reading character. According to Mrs. Crittenden, fingerpainting reveals the pupils' nature, what he thinks about, and what is troubling him.

The work required in creating a painting aids in developing the muscles of the arms for the pupil will work best on large pieces of paper. In addition, he is encouraged to express himself freely in the work because there is little supervision given him.

Mrs. Crittenden states that fingerpaintings show decided differences in technique. This indicates difference in the mental processes of the originators. Heavy thinkers turn out paintings full of detail and intricate designs. Poetical minds reveal themselves in nicety of detail and involved constructions. But those people who lack imagination will draw objects instead of trying to picture moods.

Through the finished paintings educators are discovering how children learn. The first development is the child's sense of color. Feeling for form comes next and the last to originate is the idea.

In order to tie in the work to later education, it has been suggested that each child's fingerpaintings be kept. They may show psychologists the strongest tendencies of the originator, so that education may be along lines tending to make the most of a pupil's abilities. This is thought to anticipate the training a pupil will need in the kind of employment where his talents will have the greatest expression.

A Bicycle Club

THE Manhattan Bicycle Club has the possibilities of becoming a very great aid in making our pupils become safety conscious.

A sound motion picture, "Safe Cycling," was loaned to the school last spring by the Bureau of Visual Education of the Extension Division of the University of Kansas, Lawrence, Kansas. The principal called a special assembly of the entire student body, approximately 600, at which time attention was called to the fact that more pupils were riding to school on bicycles than during the winter. He then explained that there would be a special sound motion picture showing some rules of safety that all bicyclists should observe.

Two days later at a special meeting of the Home Room Federation (student governing organization with one representative from each home room) it was decided to hold a special meeting of all bicycle riders in school to discuss the question of bicycle safety. At this meeting, over which the Home Room Federation president presided, the pupils voted to ask the ninth grade Civics class to study the question of bicycle safety and to make recommendations for the formation of a bicycle club with rules and regulations for governing such an organization.

The Civics pupils made a survey of their own record of safety in bicycling and recorded the following facts for the 115 ninth grade pupils enrolled in the classes:

- (1) A total of 41% were bicycle riders—slightly over 22% were boys,
- (2) Of those classified as bicycle riders, 35% at some previous time had been in an accident where damage to the bicycle or personal injury to the rider had resulted—boys recording twice as many accidents as girls.
- (3) Less than 9% of the bicycle riders used any kind of hand signal when turning a corner or stopping.
- (4) Only 10% of the bicycles were equipped with horns.
- (5) Approximately 33% of the bicycles had front lights for night riding.
- (6) Very few of the riders ever observed stop signs or stop lights.
- (7) The pupils expressed a total lack of knowledge regarding details of city ordinances concerning bicycles or bicycle riding.

Following this class survey the pupils decided to select a committee to interview the

R. W. BROWNING

Principal, Manhattan Junior High School,
Manhattan, Kansas

chief of police regarding city ordinances. A committee of four pupils made a call at police headquarters and found that a number of ordinances had been passed which applied to bicycles and riders, but that these ordinances were not of recent date and were scattered about among other city ordinances.

With this information before them the pupils selected four committees to draw up a code, a set of rules, to develop a membership card, and to develop a license card. The committees met and drew up plans which were in turn presented to the pupils of the Civics classes where they were revised and adopted. The material which follows contains the information which was adopted:

CODE

We, the members of the Manhattan Bicycle Club, believe that:

1. Self preservation and safety for others is a principle of good citizenship.
2. The safety of a community depends upon the individual's respect for authority and his obedience to laws.
3. The good citizen is courteous at all times, in all ways, and in every deed and act.
4. The good citizen does not willfully trespass upon the rights or property of another.
5. The bicycle is a vehicle, and therefore everyone who rides a cycle must know all traffic rules and regulations and have a desire to obey them.
6. The bicyclist should know the proper traffic signals and should use them.
7. The inspection of bicycles frequently is a safeguard against accidents for me and the other riders, pedestrians, and cars.
8. Hitching is dangerous and unsportsmanlike.
9. Carrying a passenger is dangerous and is prohibited by our city ordinances.
10. Riding a bicycle close to the curb and on the right-hand side of the street, and in single file, is safe cycling.
11. A bicycle is a vehicle, and must be kept in good condition. It must be equipped with front lights and rear reflectors for those who use it for night riding.

RULES

We, as members of the Manhattan Bicycle Club, believe that it is essential for us to follow these rules for our own safety and for the protection of others, and we therefore suggest that all riders learn and obey these rules

for safe wheeling and that we teach them to our brothers, sisters and friends:

1. To obey all traffic regulations as:
 - a. ride with the lights,
 - b. stop at all stop signs,
 - c. learn and use the official hand signals,
 - d. ride only on the streets or bicycle lanes,
 - e. ride singly on the bicycle.
2. To ride courteously at all times.
3. To ride with hands on the handle bars.
4. To ride in a straight line and in a single file.
5. To give pedestrians the right of way.
6. To ride close to the curb and on the right hand side of the road.
7. To have my bicycle inspected at regular intervals by one in authority.
8. To equip my bicycle with head-lights and rear reflectors, if I plan to use it for night riding.
9. To peddle my own cycle and not "hitch" to any moving vehicles.
10. To keep my bicycle in good condition at all times.

MEMBERSHIP CARD
MANHATTAN BICYCLE CLUB

Name..... Age.....
Address..... Sex.....
Name of School.....

I have carefully read and studied the Code and Rules of the Club and I firmly believe that if every bicycle rider would observe the Code and the Rules we would all be happier and safer. Therefore, I wish to become a member of the Club and give them my support in all of their undertakings.

Signed.....

LICENSE CARD
MANHATTAN BICYCLE CLUB

Number..... Date Issued.....
Name..... Age.....
Address.....
School..... Sex.....
Serial Number of Bicycle.....
Bicycle Inspected by..... Date.....
Signature

(Always carry this license with you!)

* * *

These were approved by the Home Room Federation and school officials. A committee of four, the Home Room Federation president being chairman, was selected to call on

the Safety Council of the Chamber of Commerce to present the above materials and discuss next steps in working out a more satisfactory system of safety for bicycle riders. A special meeting of the Safety Council was held, the reports were favorably accepted, and the Council passed a resolution asking for the student committee and the chairman of the Council to act as a committee to bring this report before the City Commissioners for suggestions and additions.

At the next regular meeting of the City Commissioners, which was held during the last official week of school, the plan was presented by the president of the Home Room Federation and special student committee. Following his presentation the Safety Council chairman spoke endorsing the plan and asking that the Commissioners vote an endorsement for it also. This was done unanimously, and the Commissioners assured the student committee of their willingness to cooperate in every way to make this Club a success. They have instructed the city clerk to investigate the possibility of furnishing regular license plates for the bicycles of those who are registered members of the Club.

1 Browning, R. W., "Annual Report of the Principal," Manhattan Junior High School, Manhattan, Kansas, 1937-1938. Pp. 50-52.

Music in the Activities Program

CHRISTINE HEWITT

Director of Music, Commerce, Texas

The 1937-38 rules for Choral Singing, in the University Interscholastic League of the State of Texas, stated that a child, instead of a teacher, should conduct. Much controversy arose over this new ruling. Many teachers doubted that a child-conducted chorus could be had. The success of the experiment the first year proved the merits of the plan.

The music teacher in the Commerce Public Schools trained two conductors: one a girl of eleven, the other a boy of twelve. They worked diligently until they could beat the correct time with the music from victrola records. Gradually they began work with the chorus. In a few days children were voluntarily staying after school, so that the conductors would have a group to direct. The mania for conducting spread through the entire fifth, sixth, and seventh grades. Each pupil in the music classes whittled a baton at home. All learned to beat two-four, three-four, and four-four time. This made them better followers when some one else was leading.

After the songs were taught, the teacher took her seat at her desk and was seemingly

at other work while the group rehearsed alone. Many times the conductor would stop the chorus and work over and over on one passage until the desired loud and soft parts were attained. Sometimes the teacher would assist. The conductors had been instructed, in private, concerning places for loud and soft singing.

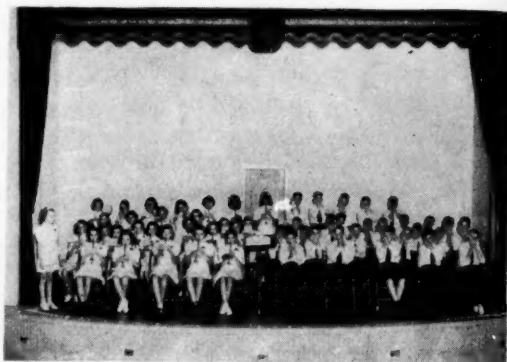
In the final performance the leaders did the conducting, and they were not merely automatons standing before the chorus.

Child conducting did not stop with Choral Singing. As the school does not have an orchestra or band, it was suggested that the Harmonica boys (thirty in number) and the Saxette girls (twenty-five) form a small orchestra. The harmonicas were placed in the school last year as an outgrowth of rhythm bands in the primary departments. There are approximately ninety children in the three bands. When these boys were transferred to the intermediate department, they asked for some instrument to take the place of their rhythm band work. Harmonicas proved successful.

The next semester the girls, to keep step with the boys, requested that they learn to play some instrument. The saxette, a small wind instrument with the range of two oc-

taves and in reality a "baby saxophone," answered the purpose. In order to play the instrument the girls had to learn to read music, which was taught as a group activity.

Triangles and drums were added to the orchestra. A little girl was taught to be the director, and she became highly proficient. The



Saxette-Harmonica Orchestra

group accepted the child-conductor with enthusiasm and cooperated well to make a success of the orchestra.

Knowing that most orchestra leaders are men, the boys expressed a desire for a boy to be trained as director. Now there are two capable of directing.

The arithmetic teacher in the school was adviser to a Builders' Club; the members of the club did all types of wood work and actual building for the school's activity program. By this club the batons of the music pupils were varnished, and music stands for the conductors were designed and built. This heightened and extended the interest in orchestra work and pupil-conducting.

It happened that twenty-three of the sixty-five members were to be promoted to high school at the end of the spring semester. Heretofore the only music training in high school was one-half credit of work in Glee Club. The pupils of the Harmonica and Saxette groups began to worry about giving up their instruments but understood that they might be too large the next year to be interested in saxettes and harmonicas. Then they began to wish the school had a band, and the superintendent immediately saw that the time had come to organize a band. He and the board of education made a study of the advisability of securing a band director, and the great demand for the work has made the project a certainty.

Thus in our school system has music interest and appreciation—also opportunity for its enjoyment—grown with participation of pupils in its promotion and direction.



Pupil Conductor in Commerce Public Schools

Puppets for Pleasure and Profit

THERE is something about puppets which Junior High School pupils find intriguing.

In the words of eighth graders who immensely enjoy working with them, they are "so life-like," "so humorous," "so responsive." In the opinion of their teacher, they are loved by the pupils for yet another reason, for they are a means of making play, and particularly "doll play" legitimate. Eighth graders are past the age when they can openly engage in playing with toys, yet in their hearts there still lingers the desire for such play. When they find that their English teacher includes puppetry as part of the English curriculum, they decide that there can surely be nothing so ignominious about such play after all!

For several years it has been the custom of an eighth grade English class in the Bennett Junior High in Mattoon, Illinois, to devote most of its time for a month to puppet productions. For that length of time, the classroom becomes a theater and if minor adjustments must be made to accommodate mathematics and history classes, they are made good-naturedly by teachers and pupils alike. As the fields of English, literature, reading, history, arithmetic, music, spelling, manual training, sewing, and art are all drawn upon freely during the time puppets are holding everyone's interest, their value for correlation is apparent.

The time required for bringing to successful completion a unit in puppetry has been found to be four weeks, during which time, in addition to English periods, many odd moments (recesses, club and open periods, etc.) are devoted to the work. If an extra week can be spared for the project, it may well be spent in extra rehearsals. The time is divided somewhat as follows:

FIRST WEEK—PREPARATION OF SCRIPT

1. Sources:

a. Popular fairy tales are always a safe choice. Neither audience nor working group ever tires of "Cinderella," "Little Red Riding Hood," "Hansel and Gretel," or "The Three Bears."

b. Stories from history and biography can be used, such as "Columbus and Queen Isabella" and "William Tell."

c. Many stories from literature that the class has already enjoyed can be adapted. O. Henry's "Ransom of Red Chief" and Irving's "Rip Van Winkle" are examples.

d. Having exhausted the possibilities at hand, many pupils will want to write original

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plays for puppet characters. Some of these will be surprisingly good.

2. Methods:

a. Sometimes the whole group works out a play together, perhaps from a well-known fairy-tale, speeches and suggestions coming freely from all individuals.

b. The class may be divided into committees of three or four pupils, each committee writing the speeches for one play (chosen in advance to avoid duplication).

c. Each pupil puts into dramatic form one play of his own choice. When all plays are completed, those who find they have worked on the same story now become a committee to choose the best lines from all submitted and to rewrite the play in final form. This last method is perhaps wisest, as although it requires a little more time, it does make of each pupil a "producer."

SECOND WEEK—PREPARING STAGE AND PUPPETS

1. Construction of stage (by boys).

Where puppetry is enjoyed year after year, probably a new stage need not be constructed each time. Naturally, each group of boys will have ideas for improvement, but it will probably be found that the framework at least can be used from year to year. A good size to use is 6' by 6' by 2' 6"—not unlike an over-size upright piano, with the proscenium arch about 4' 6" by 1' 6". Curtains are used everywhere to conceal the operators behind. The boys will show a great deal of ingenuity in constructing their back-drops, getting curtains to pull easily, and wiring their stage for little foot-lights (probably using Christmas tree lights). It has been found that for many purposes a smaller stage is satisfactory—such a stage as can be made from a card table on top of which is placed an orange crate.

2. Making the puppets (by girls).

A puppet is merely a hollow doll, the body to be supplied by the hand of the operator. The dolls should be about 8 inches long, to be in proper proportion to the stage measurements given. One or two of the eight inches in length will never be seen, as the operator must always be careful not to hold his doll up too high and thus expose his own arm.

The girls' native imagination and inventiveness will, with a little encouragement, enable

them to dress puppets for any play written. If the teacher gives the group a basic pattern for a puppet's body and suggests that the body itself be cut from unbleached muslin and stitched twice on the sewing machine, a great deal of time and grief will be saved later. The wear and tear on puppets throughout two or three weeks of rehearsal and performance is unbelievable, however durably they are constructed.

The clothes may be made by hand, and since there are always some homes in which little sewing is done, and consequently few scraps are available, it is well to have at hand a box of cloth pieces, trimmings, fur, etc., from which each girl may take what she needs, at the same time contributing what she herself can spare.

Features for the puppets may be printed on the cloth in water colors, embroidered, or pressed in with hot iron and wax crayons. A face may be made on a separate circle of cloth and appliqueed on if a mistake is made, or improvement is desired.

Since the repertoire of plays invariably lengthens from year to year, the problem of caring for puppets between scenes and between performances becomes a serious one. As they should be always neat and clean and at the same time instantly available, it has been found that a sheet or large curtain fastened to the wall behind the stage and equipped with numbered safety-pins in rows provides a satisfactory method. A printed list nearby numbers all puppets, and each operator returns his own puppet to the proper "hook" as soon as he finishes his scene.

THIRD WEEK—REHEARSAL OF PLAYS

The parts were probably assigned toward the end of the first week when the plays were written. In general, each pupil will have a part in the play he wrote, choosing the other characters as he wishes. The teacher may need to make a few changes here and there, to see that everyone gets at least one speaking part, and that the more versatile are not chosen too many times.

Special help will have to be given in the sheer mechanics of operating a puppet, and it may as well be given the whole group at once. Each pupil may first be given one puppet and allowed to "teach" it to walk. (The pupils at this stage usually crouch on the floor and make their puppets appear to walk across their own desks, and the teacher can see whether anyone is allowing his doll to slide along or to leap into the air.) It is an art to get a puppet to appear to take little steps. Since puppets have no feet, the illusion is created entirely by the movement of the body. Practice in "walking" with both left and

right hands should be given, as in many plays an operator must work with a doll on each hand. Next the puppets may be "taught" to run, to sit down and lie down (very difficult feats!) and to weep.

It is now time to put the proper characters together and to work out the plays. Only a few time-saving suggestions will be given here, as much of the profit will come from the experience gained at first-hand during rehearsal week.

1. Puppets talk in high, squeaky voices, except
2. Animal puppets, which sound gruff and fierce.
3. The puppet speaking must gesticulate with his hands or the audience cannot identify the speaker. All other puppets remain absolutely still.

When a play is satisfactorily put together, it is practiced until smoothness is achieved, and then put on the program list to await its turn next week. It is obvious that lines must be memorized perfectly.

FOURTH WEEK—PUBLIC PRESENTATION OF PLAYS

Presumably the plays are now ready for performance in public. An accurate timing has of course been kept on each play. It is unnecessary to make here any specific suggestions on grouping of plays, but it may be said that the classes under discussion have always tried to give a half-hour performance each day, charging a five-cent admission each time. Since the plays vary from seven to twelve minutes in length, three plays usually constitute a performance. Thus if the class repertoire consists of fifteen plays, there will be no repetition in a five-day week. No dissatisfaction need be felt, however, if less than fifteen plays are deemed worthy of public presentation, as repetition of favorites from day to day has proved an extremely popular practice. It is needless to add that students are used as ushers and cashiers at all performances. When the class-room shades are drawn, the tiny, twinkling foot-lights snapped on, and the little curtain is drawn to reveal the characters of a long-loved fairy tale, performers and audience alike receive a thrill that is many times worth the effort expended.

Indifference never wrote great works, nor thought out striking inventions, nor reared the solemn architecture that awes the soul, nor breathed sublime music, nor painted glorious pictures, nor undertook heroic philanthropies. All these grandeurs are borne of enthusiasm, and done heartily.—*Anon.*

Leisure time may be the making or breaking of our civilization.—*Carleton Washburne.*

Successful Venture of Christopher Columbus

FOR Columbus Day, October 12, the dramatic department at the Kearney (Nebraska) State Teachers College wrote and produced a series of three pantomimes called "The Successful Venture of Christopher Columbus." This program was less than twenty minutes in length—a length which is quite desirable if it is kept within a thirty-minute period. Perhaps the experience growing out of this project will be helpful to others.

The costumes for these pantomimes can easily be made from materials in the costume room or from old clothes at home. The characters are costumed as follows:

COLUMBUS: doublet, cut close to the neck with a standing collar edged with small ruff. Elaborate puffed sleeves. Jerkin worn over doublet, no sleeves, fur around neck and down front. Skirt is knee length. Hose are tight fitting up above knees. Very full breeches to knees. Hair is long. Wears a squarely cut beard. His cap can be shaped from a loose beret with a feather added. He is shabbier looking in first scene. He shows age in last scene.

The **MONKS** wear long brown mantles with close fitting hoods or tight fitting skull caps. Rope or cord is put around the waist.

DIEGO, Columbus' son, dresses much the same as his father.

SERVANT BOYS wear doublet, jerkin (hip length shirts), long hose, and no mantle.

SCHOLARS wear long black mantles. Graduation robes may be used with good effect.

QUEEN ISABELLA and **KING FERDINAND** should both be richly dressed with long gowns and trailing robes trimmed in ermine. The queen should wear many jewels. Each should have a crown. Ermine can easily be made by painting black spots on cotton. Old drapes might be used for robes.

The **NOBLES** dress as Ferdinand except for variation in colors. May wear capes.

The **INDIAN SAVAGES** of the last scene can most easily be dressed with the use of brightly colored blankets and a few feathers on the head. Use dark-complexioned people with long dark hair if possible.

Much ingenuity can be used in utilizing the material which you have. If pictures are followed, much can be done to make your characters appear in the fashion of the period, without much expense.

SCENE I

Setting—At the monastery—door at back left center. Table right center with writing

RUTH E. BECKEY
Chetopa, Kansas

implements on it. Chair on each side of table. Stool back of it. Small table with crucifix and burning candles on it, right, back stage. Candles on writing table. No other lighting for this scene.

Action for Scene I—A monk is at the table writing. Another monk is at the altar with his back to the audience. Columbus looks in at the door. The monk at the table glances up and sees him. He rises, goes to him, and asks him to enter. Columbus thanks him and turns to motion for his son, Diego, to follow. The monk seats Columbus at the right of the table and the son on a stool at the right of his father. The monk observes that Columbus and his son are tired and possibly hungry. He goes to the right to talk with the monk who has risen from the altar at the entrance of Columbus. He asks him to get the guests some food and drink. The monk nods and exits left. The first monk then returns to the left of table, where he sits. Nothing is said. The small child has been looking inquisitively around. The monk returns with food and drink. Places them on the table and leaves. The first monk then pours wine for his guests, who proceed to drink and eat hungrily. Columbus begins to apologize for his interruption. The monk silences him, saying he is only too glad to be of such meager assistance. The monk asks how far they have been walking that day. Columbus tells him and points with his hands. He then gestures that he is going to France to seek the aid of the king for the proposed voyage, for he can get no help from King Ferdinand and Queen Isabella. The monk inquires as to what the proposed voyage is. Columbus is quite pleased to find that he has an interested audience and brings forth his maps and begins to explain them. Diego at this time curls up on the floor and goes to sleep. The monk immediately gets the idea of the voyage and says that once he was father confessor to Q. Isabella and that he thinks he might have some influence over her. Columbus is overjoyed. With his quill pen the monk begins to write a letter to the queen. During this excitement Diego has awakened and is standing looking over his father's shoulder at the letter the monk is writing. At the completion of the letter Columbus and the monk both stand.

The monk goes to the door left and calls a servant boy who comes into the room. The monk explains that he wants him to deliver a very important letter to the queen. Then the monk goes to the altar, kneels. Columbus and his son also kneel left center stage. The scene closes with a tableau.

(Between scenes, a choric verse choir may recite "Columbus" by Joaquin Miller. Music is effective during tableau and between scenes, if appropriately chosen.)

SCENE II

Setting—At the left is a large, slightly elevated stage on which Ferdinand and Isabella sit. The door is at back right center. A medium-sized oblong table is at right stage with three chairs around it. A rug is used from the throne down the steps.

Action—King Ferdinand and Queen Isabella are seated on their throne. Courtiers are on each side of them. Nobles and scholars are moving about in groups conversing with one another. Isabella and Ferdinand are talking. Isabella still holds the letter, which she has just finished reading from the monk about Columbus. Now, Columbus stands in the door, back center. Everybody turns and looks at him. The nobles and scholars begin talking about him among themselves. One old noble moves toward Ferdinand, as if to protect him. One blustery old man goes boldly up to Columbus as if to hold him off. Isabella motions for silence and for Columbus to come to her. Columbus, after a moment's hesitation at the door, goes to Ferdinand and Isabella, kneels, and bows low. Columbus begins to explain his presence. He looks at no one else but Isabella. He asks her if she received the letter. The nobles and scholars still talk among themselves. Isabella reads the letter again. She tells Columbus to explain his mission, which he does. He brings out his maps. The noble who has been standing all the while by Ferdinand begins to whisper to him. They both laugh. Columbus is momentarily interrupted and Ferdinand begins to whisper again. He breaks in with the question: "How do you know the world is round?" Everyone laughs, except Isabella and Columbus. Columbus patiently explains that when a ship goes out to sea the first thing that disappears is the hulk and when it returns the first thing that is seen is the sails. Columbus then turns back to Isabella. There is a minute or two of silence. Isabella turns away. He walks slowly to the door. The queen feels of her costly jewels that she is wearing. Then she impulsively calls him back; takes the jewels off and hands them to him. Columbus is overjoyed. He kneels before the queen, who rises and places her hand on his

head as if giving her blessing. The King looks angry. All eyes are turned toward the queen and Columbus as the scene closes in a tableau.

SCENE III

Setting—Same as Scene II.

Action for Scene III—Ferdinand and Isabella are seated on their throne. The crowd of servants, nobles, and scholars are moving about restlessly. Often they look toward the door and talk much. A small boy enters on the run. The crowd is happy to see him. They start asking him questions, but he hurries to the throne of Ferdinand and Isabella. He bows. Breathlessly he tells them that Columbus is coming. The crowd, which has been quiet during his explanation, is very eager to catch first glance of Columbus. They turn toward door at back. They burst into talk and laughter. Silence falls over the group as they see Columbus standing in the door. He is much older looking. The people fall back as he enters and goes to the throne of the king and queen. He bows low before Ferdinand and Isabella. Isabella acknowledges him and bids him tell of his journey. Columbus tells of the wonders of the new world. Then he turns to a servant and asks him to bring forth the Indians that he has brought with him. The servant leaves. No one speaks. The servant returns. Following him are six captive Indians. The crowd moves back in fright. The Indians, who have been directed by Columbus, go forward to the king and queen—bow low and then squat themselves on the floor at the back of the stage. Each Indian has placed some plant, skin of animal, or bright-plumed bird at the foot of the throne. Ferdinand looks at the gifts very carefully. All are amazed. The people are now over their fright. They laugh, talk, and try to make the Indians talk. The Indians are immobile. Isabella stands. Ferdinand stands. A moment's silence and then all others kneel and bow low. Isabella holds out hand to Columbus. Taking her hand, Columbus kneels. He remains looking at Isabella as the scene closes in tableau.

It should be the aim of education to make men first, and discoveries afterward; to regard mere learning as subordinate to the development of a well-rounded, solid, moral, and intellectual character; as the first and great thing, to supply vigorous, intelligent, God-fearing citizens for the welfare of the land.—*Henry Van Dyke*.

Fourteen per cent of all adult persons have graduated from high school or continued their education beyond that point.—*School Management*.

The Stamp Club Exhibits--

JAMES W. SHAVER
Lincoln Junior High School
Logansport, Indiana

WHILE the ranks of adult stamp collectors are cluttered with those unsocial individuals whom we know as "hermit collectors," juveniles are almost universally characterized by a desire to show their possessions. It may be sore toes, dead mice, or stamps, but pride in ownership is considerably dampened if others may not be invited to view the wonder. The stamp club exhibit in the school fosters, and gives expression to this adolescent urge.

Properly carried on, the exhibit is not the feverish work of a short period; rather it is the culmination of the term's club work. One of the outstanding activities of each collector should be the development of his own stamp collection in an album that will permit him to arrange his stamps in his own peculiar way. There are many types of loose-leaf albums on the market, some of them somewhat expensive and very few of them practical for the junior high school collector. Considering the very transitory nature of the early adolescent's interests, an ordinary loose-leaf notebook with unruled paper is about the most practical album that he can use. The cost at the "five and ten" is very nominal. With pen, ink, and a ruler (or a typewriter, if the collector desires), each club member can produce a collection that will be his very own. The possibilities are limited and of too varied a nature to be described here. If, after a time, the collector's interest wanes, the money invested in his collection is not usually a large enough sum to be a cause of worry.

The Lincoln Junior High School Stamp Club produces two exhibits each school year. The fall exhibit is intended to coincide with National Stamp Week, which usually falls about the middle of November; the spring show is staged about the middle of May.

Each member of the club may exhibit one or more pages from his own collection. Ordinarily, there are no classifications, but an attempt is made to group exhibits of a kind near together. Thus exhibits of United States stamps would be in one frame or set of frames, stamps of European countries in another group, Great Britain and British Colonies together, and so on.

In order to facilitate fair judging, exhibitors do not place their names on the fronts of their exhibits, but a number is assigned to each entry. An exhibit list is mimeographed, however, for the use of visitors after the judging is completed. Dignity is added to the whole affair if adult collectors, one or more

of whom can ordinarily be found in any community, are secured as judges. Lincoln Junior High School used five judges in its first exhibit.

These judges, working independently, made their ratings on a mimeographed form, each of which was signed and turned in to the club sponsor. Each judge was directed to choose and indicate on his rating sheet what he considered to be the two best exhibits shown, the two second best exhibits, and the two third best exhibits. The following rating sheet was developed for the guidance of the judges:

JUDGES' RATING SHEET

The form below is to be used in recording your choice of the six best entries in the exhibit. In the first column, enter the numbers of the entries which you choose. In one of the three remaining columns, indicate by a check mark the rating which you feel each exhibit deserves. You are to choose two first places, two second places, and two third places. There are no classifications.

The following scale has been devised to give all judges a common basis for judging, but it need not be followed religiously:

- Evidence of philatelic knowledge
and write-up40%
- Appearance and neatness.....30%
- Condition of the stamps.....30%

Give no credit for rarity or completeness of set or country. Please keep in mind that these exhibitors are junior high school pupils.

EXHIBIT NO.	FIRST	SECOND	THIRD

Date..... Judge

Your efforts to make our exhibit a success are appreciated. Thank you.

* * *

Some of the value of stamp collecting is

lost unless the collector knows something of the "story" of his stamp. Information about the century, the person or the scene on the stamp, the mechanical features of the stamp (date of issue, perforation, watermark, paper, etc.), and the reason for the issue of the stamp may all be indicated on the page on which the stamp or stamps are mounted and all are properly a part of the "knowledge" and "write-up."

Attractiveness and neatness are always to be considered in any exhibit and they are perhaps more important in a stamp exhibit than in some others. In a school stamp club exhibit, however, a child's exhibit should not be ruled out of competition because it lacks attractiveness or neatness. These factors ordinarily show up in the results of the judging.

Postage stamps are fragile bits of paper and need to be handled carefully. Since missing perforations, heavy cancellations, or rumpled copies detract from the appearance of the exhibit, club members should be encouraged to choose stamps which are in the best condition.

No consideration is given either to rarity or to showing a complete set or country. The pupil's free choice should determine the nature of his exhibits.

From these ratings, the sponsor made a compilation of the judges' decisions by assigning ten points for a first ranking, five points for a second place, and three points for a third rating.

Awards consisted of ribbons printed in the school shop. Blue ribbons were awarded to the two exhibits having the highest number of total points, red ribbons went to the two next best, and white ribbons were given to third place winners. In addition, a "grand award" gold ribbon was given to the best exhibit in the whole show. Choice of proper shades of ribbon will permit printing in ordinary black.

In the May, 1938, exhibit, the grand award exhibit was the Spain Official Set of 1916 issued in commemoration of Cervantes, famous Spanish author. The stamps themselves show the Chamber of Deputies and National Library buildings, as well as a statue and portrait of Cervantes. Though the girl who exhibited this set was not an artist, she decorated her page with an attractive drawing of Don Quixote and a table of the principal events in Cervantes' life. Ratings of the judges gave this exhibit forty-five points out of a possible fifty points.

The number of stamps available to almost any junior high school collector is comparatively small. Fifty different stamps is a large

collection; an accumulation of one hundred varieties is almost a museum piece in his eyes. Consequently, with his limited choice, the club member's exhibit depends, not upon what stamps he has, but upon what he does with the stamps which he chooses to be a part of his collection and his exhibit.

One of the seventh grade girls made up her exhibit of a single Danzig official stamp. Her "write-up" told a little of the history of the Free City and something of the use of official stamps. For decoration, she made a drawing of the rather simple Danzig coat of arms. The judges' ratings brought a ribbon to this exhibit.

A very creditable exhibit was of the Yorktown issue, which portrays George Washington, Rochambeau, and De Grasse. Brief stories of the lives and contributions of these heroes formed the informational part of the entry of this seventh grade boy.

Another exhibit was composed of the recent semi-postal set of Belgium showing the late Queen Astrid and Prince Badouin. The ninth grade girl who showed this was learning typing and used that method in writing up the story of Prince Badouin and his beautiful mother.

The following exhibits were entered:

Austria—Emperor Franz Josef I Issue
 Poster Stamps—"Snow White and the Seven Dwarfs"
 United States—Registration Stamp of 1911
 United States—Kosciusko Issue, block of four
 Tannou Touva—Tentative Issue of 1936
 Persia—High Values of 1909 Issue
 Great Britain—Coronation Issue
 Spain—Cervantes Official Set
 Spain—Catacomba Restoration Issue
 Bosnia and Morzegovina—Sarajevo Issue
 Italy—Propaganda of the Faith Issue
 French African Possessions
 Italy—"Founding of Rome" Issue
 United States—Regular Issue of 1902
 United States—Regular Issue of 1902
 Italy—"Founding of Rome" Issue
 United States—Yorktown Issue
 United States—Virginia Dare Issue
 United States—Susan B. Anthony Issue
 United States—Territorial Issue for Puerto Rico
 Belgium—Prince Badouin Issue
 Danzig—Official Stamps
 Mexico—Air Mail Cover
 Cameroons—Issue of 1921
 Ukraina—Semi-Postal Stamps, famine issue

Awards in future exhibits will probably combine the ribbon with a suitable certificate, also printed in the school shop, which may be mounted in the album with the col-

lection. The presentation of the awards may either be merely attaching the ribbons to the winning exhibits or in a special assembly. The latter is preferred.

During the week of the exhibit, students and townspeople were invited through bulletin board and newspaper announcements to visit the show. The May, 1938, exhibit of the Lincoln Junior High School Stamp Club brought more than five hundred such visitors to view samples of the work of every member of the club. Enthusiasm and interest ride high when "the stamp club exhibits—"

An Activity Exhibit

FLOYA HOAGLAND

Activity Chairman

Woodrow Wilson Junior High School of Sioux City, Iowa, is located at the edge of the business district. The majority of our pupils are from the crowded homes of factory workers, laborers, and relief families together with about two hundred bus pupils from one of our suburbs. The school also includes the Boys' and Girls' Opportunity Rooms, underprivileged children from all parts of the city.

It can easily be seen that these children cannot afford to participate in activities in which a fee of more than five or ten cents is charged. Our school board has not been able to allow us any money with which to carry on our Activity Program.

Selling the idea of activities to teachers and pupils and getting supplies for each club have been our most difficult problems. We feel that we have accomplished a great deal in the way of solving these problems by our exhibit. Before we held this display, there existed a doubt that clubs were worthwhile. The teachers felt that they were spending too much time, energy and money (their own) on clubs; pupils felt there weren't enough clubs offered and that they were accomplishing very little.

The exhibit was held in our school gymnasium about a week before the end of the semester. Each activity had been assigned a wall space and table. At 11 o'clock the tables were in place. Committees of students brought and arranged the displays, which consisted of materials to exhibit, materials in the process of completion, and completed projects for sale. Materials for this first exhibit were donated or bought with the proceeds of a student-faculty basketball game.

The home rooms were assembled in groups easily accommodated in the gymnasium and were given time to see the exhibit. Those

who had money with which to make purchases were given that privilege.

Just inside the entrance was the Beadwork display: flowers, rings, bracelets, belts, and watch-fobs. The rings proved to be best-sellers at that table. Next, the Tapestry class had hung many beautiful wall hangings and a child's bedspread. Chip Carving, one of our very best interests, brought a substantial profit from wall plaques, calendars, and fancy boxes. Boys' Archery had equipment and targets on display. Paper weights, clocks, and bookends from Keene Cement shared honors with Woodwork for Girls, which sold shoe racks, end tables, and corner shelves. Sign Painting handiwork was in evidence at every table. Our school newspaper, *Woodrow Wilson Highlights*, had an edition with extra copies for sale by a few members of the staff who were mingling with the crowd as "paper boys."

Each of the following clubs had attractive and profitable exhibits: Cord Belts, Gift Club, Scrap Books (these were made to be sent to children's hospitals), Quilting, Sewing, Crocheting, Knitting, Oil Cloth, Painting on Glass, Monel Metal Rings, Penmanship and Cartooning.

The Boys' Glee Club, with their sponsor, had been busy for some time collecting "white elephants" and had considerable fun collecting a good profit from the Fish Pond, with fish for sale at two cents each. The Girls' Glee Club conducted a very profitable Candy Sale.

As each group of students and teachers came and exclaimed, we were sure that the exhibit had accomplished its purpose. Pupils were surprised and interested. Their only criticism was that they had not been given enough time to enjoy the exhibit. Teachers also were agreeably surprised. The committee was pleased with the results. Our profit of \$40.62 has been a great help to us in securing needed supplies for the activities. It has been possible for us to add Photography, Tin Can Craft, Chess, and Boys' Cooking.

We are now busy with plans for our second exhibit. We shall advertise this exhibit more extensively. We are sure that we shall enjoy it and also that the profit will enable us to add to our list of interesting activities and supplies thereby making the tasks easier for the teachers, and more interesting to the pupils.

Education is a better safeguard to liberty than a standing army. If we retrench the wages of the schoolmaster we must raise those of the recruiting sergeant.—Edward Everett.

News Notes and Comments

The Daily Pinion, published by McKinley High School, Honolulu, Hawaii, is printed by what is known as "the offset process"—a new and excellent method of printing, but one not yet practical except for very large schools.

To Aid Small Schools

Several advisors in Western Texas and Eastern New Mexico have organized a local press association under the leadership of Miss Eula McCorkle, Route No. 5, Lubbock, Texas, whose aim is to aid small schools struggling with publications. The "Model Constitution" prepared by the C. S. P. A. to meet the needs of such groups was the basis of the organization. This Constitution was prepared several years ago in answer to many requests for guidance and has served as the model upon which scores of press associations in many parts of the country have been organized and have since functioned.—*The School Press Review*.

Music's Role in New York Fair

A Music Building, seating 2,500, is to be a centre for the great international music festivals which will be a feature of the New York World's Fair 1939. World-famous singers, instrumentalists and conductors are to participate, compositions of every land and era are to be presented.

Most schools have been willing to experiment in the primary department, where probably the best type of teaching in the system was already being done. Some have been willing to do some experimenting in the intermediate department and in the junior high school but most senior high school departments remain more essentially traditional than any other school department. Some of the departments of subjects in high schools have done much in humanizing and vitalizing their work but the social studies teaching still retains the textbook, dates and maps and the traditional, instead of viewing society in the broader scope and directing students into solving problems of situations and conditions which are about us every day and with which they must struggle in the future.—*Noble W. Prentice in Texas Outlook*.

American Education Week will be observed November 6 to 12. The theme for 1938 was outlined in the September number of *School Activities*.

Billie Roberts Case (Oklahoma)

This report on the Billie Roberts of Holdenville High School vs. Board of Control case begins where the summary given in the April bulletin left off. The Court Clerk prepared the "case-made" and it was approved and filed with the Supreme Court. The attorneys for the Board prepared, had printed, and filed a brief, as have the attorneys for Billie Roberts, and the Board's attorneys are now preparing a reply. The Board instructed their attorneys to request the Supreme Court to advance the case on the docket so it may be heard as early as possible. The fundamental question that will be determined by this case is whether the school administrators of this state, trained in their profession, can as representatives of their respective schools voluntarily associate themselves together for the purpose of establishing standards and regulations to govern one phase of the education program that is common to all schools: namely, the athletic relations between schools, and administer those regulations according to the orderly procedure prescribed in their Constitution and Rules, or must they yield to the demands of the powerful commercial interests who would exploit our school boy activities for financial gain and advertising purposes, to individuals who seek personal aggrandizement, or to groups of well-meaning but ill-advised and over-enthusiastic fans and thus be forced to share the responsibility of administering these purely educational problems with the courts of our state.—*Bulletin of the Oklahoma H. S. Athletic Association*.

High school and junior college students of California are competing in essay contests under sponsorship of the Women's Board of the 1939 Golden Gate International Exposition with cash and admission tickets as prizes for the best 1,000-word expositions on the World's Fair of the West on Treasure Island.

Six-Man Football is the title of a 46-page booklet written and published by J. D. Alexander, Athletic Director, East Carolina Teachers College, Greenville, North Carolina.

Disapprove Interscholastic Boxing

The Society of State Directors of Physical and Health Education in session at Atlanta, Georgia, adopted the following resolution disapproving of boxing as an inter-school sport:

WHEREAS: There seems to be an increasing tendency to promote interscholastic boxing

in some communities and on the part of some individuals, and

WHEREAS: That activity on such a highly competitive basis is known to be potentially dangerous to the welfare of boys participating,

BE IT THEREFORE RESOLVED: That the Society of State Directors of Physical and Health Education disavow all intention to give support to this development and recommend that school officials in positions to control boxing matches between school teams, eliminate this activity from their athletic program, and

BE IT FURTHER RESOLVED: That this Society encourage the National Federation of High School Associations to establish an official policy disapproving boxing as an interscholastic sport.—James E. Rogers, Secretary.

South Pasadena Junior High Clubs Are Extended.—The clubs in the South Pasadena Junior High School have been extended in all areas to meet four periods a week. Principal Verlin Spencer writes: "We like to think of our club program as being a phase of orientation that is expanding and enlarging the leisure time and hobby interests of children to the point where the clubs will take the place of home work in all departments."—*California Journal of Secondary Education.*

School children of Northern California already have started visiting the World's Fair of the West, scores going to Treasure Island to preview architectural features while others make conducted tours to learn how a great World's Fair is built.

Teachers who subscribe for *School Activities* personally should keep the office informed of any changes in address.

Girls' Basketball Questionnaire in Kansas

Last year it was agreed by the Delegate Assembly of the Kansas State High School Activities Association that a referendum should be taken to decide the question of girls' basketball tournaments. Accordingly a questionnaire was mailed to all member schools and 627 senior high schools out of 660 member schools responded. In printing the following table showing the results of the referendum the list of schools has been broken down into five different groups according to enrollment.

As far as tournaments are concerned, it will be noticed that the smallest group, schools with enrollments below 60, voted approximately 2 to 1 against tournaments and a sizeable majority expressed themselves as being opposed to interschool single games for

girls. In the group between 60 and 125 the vote was approximately 3 to 1 against tournaments and in the larger groups the vote was even more pronounced. There was a very decided vote in favor of limiting the number of games for the season, and many think there should also be a limit on the number of games for boys' teams.

RESULTS OF QUESTIONNAIRE

Enrollment	No. Schools	No. Supporting Team		No. Favoring Sport		No. Favoring Tournaments		No. Favoring Limited Games Per Season	
		Yes	No	Yes	No	Yes	No	Ltd.	Yes
Over 500	29	0	27	1	27	0	27	0	21
251-500	54	1	53	5	45	3	48	2	35
126-250	107	24	82	23	78	13	84	4	70
61-125	228	93	134	81	139	55	163	19	159
60 and below	209	78	125	89	108	68	131	13	140
Totals	627	196	421	199	397	139	453	38	425

Establishment of a non-profit educational motion picture corporation known as the Association of School Film Libraries, Inc., has been announced. The organization's main offices are in the Time and Life Building, 9

Speeches and Rebuttal Material

British-Alliance Question

(N.U.E.A. Question)

(Prepared by the Coach of four Texas State Champion Teams)

Each bulletin on the British Alliance question contains the following:

1. Six ten-minute speeches—three on each side of question (These are also arranged for four speakers).
2. Authoritative footnotes for each important statement.
3. A practical and usable brief on each side of question.
4. Approximately fifty rebuttal arguments, pro and con.
5. Two pages of advice as to the best strategy to use in the attack.
6. A practical and usable bibliography on each side of the question.

These bulletins are printed and not mimeographed. Each is complete.

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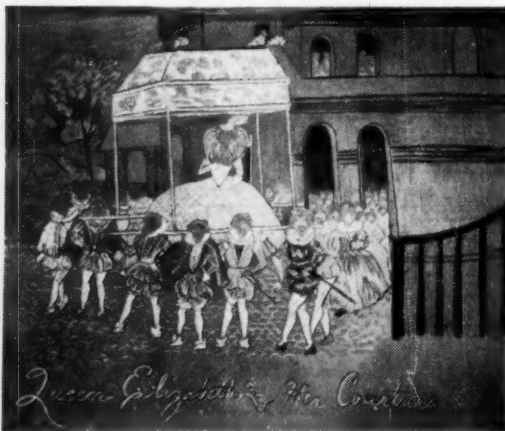
DEBATE COACHES BUREAU
Teachers' College Station - Denton, Tex.

Rockefeller Plaza. Fanning Hearon is the executive director.

"The corporation," says Mr. Hearon, "is a direct result of the often-expressed desire of American schools and colleges for one central source to which they may turn for help and advice in securing the films they need in determining the value of motion pictures in education."

The membership of the association will be limited to educational institutions and non-commercial distributors serving the educational field. For these members the association will obtain appraisals of films which are available and those which could be made available.

The association would then do what it could to help its members obtain such films. It will not itself rent or produce films, but will be simply a helpful, impartial liaison unit between picture makers and picture users.



This is a blackboard drawing done in colors as a part of a project carried out by the English students in Thornapple-W. K. Kellogg School, Middleville, Michigan. It represents Queen Elizabeth and her courtiers.

The Wisconsin Interscholastic Athletic Association provides for the schools of that state a type of insurance by which all students may have protection on their trips to and from athletic contests.

A special number on "Pupil Guidance in the Classroom" was published by the *Los Angeles School Journal* on April 25. The contents of this issue presented in condensed fashion suggestions, ideas, devices, and techniques designed to help the teacher in the guidance of her pupils toward better character traits, study habits, occupational choices, and course selection. One section was devoted to a brief analysis of pupil tempera-

ment and personality, occupational inclinations, and recreational interests.—*California Journal of Secondary Education*.

Practices in Promoting Scholarship

(Continued from page 52)

events, messenger service within the school, operating check-room at basketball games, acting as junior proctors, raising funds for social service activities, sponsoring annual banquet for past and present members, making up the honor roll, and caring for the school's flag.

One of the best methods of instilling the aims and ideals of the Society into the new members and the school at large has been found to be an impressive ceremony of initiation, yet six of the forty-four schools reporting honor societies in their schools have no ceremony connected with the induction of new members. In only half of the schools is the ceremony open to the entire school and faculty, but in eighteen the school assembly witnesses the initiation. The general public is admitted in nine schools, but in four cases only the members and sponsor take part and in three schools the members and faculty. Announcement of membership is sometimes carried on commencement programs, and in a few instances parents are especially notified of the privilege extended to their children.

CONCLUSION

Although the results of this study indicate that the traditional methods of publishing an honor roll and making awards for exceptional work are the most common incentives employed in promoting scholarship in secondary schools, it is also evident that the honor society, organized in two-thirds of the schools replying, is assuming an important role in encouraging superior achievement. In a large number of schools students are taking the initiative not only in promoting scholarship, but also in carrying on various activities of service to their institutions. These two qualities, high scholarship and service, together with leadership, character, and participation in extra-curriculum activities, are primary considerations in selecting new members, who are usually chosen from the upper two years of the senior high school.

UNIFORMS

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DeMoulin Bros. & Co., 1060 S. 4th St., Greenville, Illinois

Have You Read These?

By THE EDITOR

"Bull Session on the Curriculum." This title should intrigue you. But if it doesn't, forget it, and read an imaginary conversation between two experienced educators. These smoking, feet-on-the desk old cronies discuss informally some of the shortcomings (and implied remedies) of the public school—kindergarten, elementary school, junior high school, and senior high school. Here is an article on the curriculum that you can read; it is interesting, pointed, and substantial. It was written by George W. Grill and will be found in *The School Executive* for October.

Can your students ride a bicycle with one hand in a lane between a 20-foot and a 28-foot circle? Can they "slow-ride" in a three-foot lane 75 feet long in not less than 30 seconds? If so, they are ready to be trained in bicycling in honest-to-goodness traffic. One of the best articles we have read on bicycling, "Safety on a Bicycle," by Alfred L. Lorenz, *Parents' Magazine* for September. Selecting the bike, riding correctly, traffic regulations, licensing and registering the bicycle, traffic courts, and inspections are other pertinent topics well covered in this article. It would make excellent material for you to present to your school's bicycle riders.

May seem a bit early, but really it is not. You can be thinking about it and then begin to plan definitely a bit later. Ann Martin Holmes and her sixth grade pupils worked out "A World-Peace Program" (*The Instructor* for May) centering it around the peacetime contributions—literary, music, artistic, and scientific—of a number of foreign peoples. It was presented in the form of a radio program, very appropriately in a Music Week and World Good Will Day celebration in May. Naturally, it represented the work in nearly all of the school subjects. This project is as suitable for the junior and senior high schools as it is for the upper grades.

Are your boy-pupils mourners? 'Spect some of them are, especially if you teach in a small school, or if your boys are younger than those in the high school. Bet some of these boys want, in the fall, to play football, and probably do, too, in an unorganized and non-ruley manner. If you would like to help them a bit get hold of *The American Magazine* for September and read Stanley Frank's "Six Men in Sneakers." In this article Mr. Frank tells how six-man football—a four-year-old game—ap-

pears to be coming of age. The game is exciting, equipment is inexpensive, possibilities of injury are negligible, and two teams of six boys can play it.

What do YOU think? Here is a father, a college graduate, who decides against sending his son to college because the young man "is not a scholar, an artist, or a genius," and because he believes that the four years at college would break his son's connections with his community. This dad believes that the money should be spent to give the boy a good start in some business venture. You'll find James Carroll's "No College for My Son," *The Forum* for September, good reading even though you may disagree with it.

Just how do student leaders differ from non-leaders? In age? Scholarship? Intelligence? Curriculum pursued? Health? Attendance? Extramural activities? Home environment? Size of family? Parental occupations? Nationality? Socio-economic status? Relatives? Studies of some of these relationships have been made, but here is an investigation in which curriculum, sex, age, scholarship, and intelligence were held constant. Hence, it should and does show significant influences of a number of other often overlooked relationships. And it includes a good set of references. "Leadership in the High School," Willis H. Reals, *School Review* for October.

IF—

Your fancies turn to buried treasure (in the United States, mind you), read "A Rainbow with a Million Ends," by Charles F. Driscoll, *The American* for August.

You are a thumber or a thumber-turner-downer, you will be interested in Chapman J. Milling's "Hitch-Hike Passports," *Forum* for August.

You wonder why women are neurotic, let Pearl S. Buck explain the reasons. *Harper's* for August.

You are suspicious that you may be suffering from heart disease (or that some of your friends may be), read William M. Kinney's "Do You Suffer from Heart Disease?" *The American Mercury* for September.

The modern idea of teaching the whole child implies that teachers do not have separate jobs, but separate parts of the same job.

The Case for an Anglo-American Alliance

(Continued from page 58)

result of such a policy would be that the United States would have to build a navy to withstand the combined sea power of Italy, Germany, Japan, and Great Britain (when Great Britain is under the domination of the Fascist nations). We feel that it would be cheaper and much safer to form an alliance with Great Britain and not run the risk of being dominated by the Have-Not nations.

IF THEY ANSWER NO: The negative feel that it would be better to have an alliance between the United States and Great Britain than to allow the sea power of Great Britain to fall into the hands of Germany and Italy. They have taken this stand and at the very same time they have taken a contradictory stand. They do not want Germany and Italy to take over the sea power of Great Britain, but they are also opposed to the formation of the Anglo-American alliance, the very thing that will keep Germany and Italy from taking over the sea power and thus indirectly ruling the United States. There can be little doubt but that Japan will continue to invade China. Germany and Italy will continue their fight for more power on the sea. These conditions will constantly endanger the power of Great Britain on the sea. Thus the negative are practically admitting the affirmative contention because they do not want to see the power of Great Britain on the sea transferred to Germany, Italy, and Japan. When the negative have taken such a stand they are admitting the affirmative case.

STRUCTURAL OUTLINES FOR SPEECHES

In using these structural outlines for speeches no attempt has been made at writing complete briefs of the subject. This outline includes the more important points that must be established before the affirmative can win their case in this debate. The debater may rearrange these points to suit his individual speech but most of the points given below must be established if the debater wishes to give a well rounded argument in favor of the establishment of the proposed alliance.

OUTLINE OF FIRST SPEECH

I. Introduction.

A. Give a short description of conditions in world affairs today.

B. Give a short but complete definition of the terms of the question as the affirmative intends to debate them. Make a statement of all important, admitted material.

C. State the three issues of the affirmative.

1. There is a need for a change in the foreign policy of the United States.

2. The most logical change for the United States to make in its foreign policy is the formation of an alliance with Great Britain.

3. An alliance with Great Britain will have many advantages to the United States.

II. There is a need for a change in the foreign policy of the United States.

A. Our foreign policy is a century old.

B. The United States can not hope to carry on a policy of isolation.

C. America's foreign policy should be more flexible.

III. The most logical change for the United States to make in its foreign policy is an alliance with Great Britain.

A. The United States has many common interests with Great Britain.

B. Both countries have identical interests in the Far East.

OUTLINE OF SECOND SPEECH

I. An alliance with Great Britain would have many desirable advantages to the United States.

A. It would solve our problems in the Pacific.

B. It would curb the growing power of dictatorships.

C. The United States would save much money in the construction of its navy.

D. The establishment of such a foreign policy would be a step toward world peace.

STRATEGY THAT WILL WIN DEBATES

The time of your opponents may be wasted by (1) demanding needless explanations of terms of the question; (2) making the negative defend minor points; (3) demanding a detailed plan of the negative, telling how they propose to work out the problem of a new foreign policy for the United States.

DEMANDING A DETAILED PLAN

The affirmative has a perfect right to demand a detailed plan from the negative in the event that the negative proposes any change from the existing system. In the event that the negative refuses to give their plan in full, the affirmative has a perfect right to accuse them of being afraid to present their plan.

The quantity of knowledge obtained when one leaves school is far less important than the ability to acquire knowledge and to think clearly on hard problems. — A. Lawrence Lowell.

How We Do It

C. E. ERICKSON, *Department Editor*

The Contributions of Student Activities

During the early months of the school year, the staff of every school should examine the activities program to determine the potential contributions of this phase of the life of the school. During this process of evaluation the following questions might be raised:

Has the sponsor grown through these activities? Is there any evidence of a broader point of view—a more flexible educational philosophy? Has the sponsor learned the values and the proper use of student participation? Have the relations between sponsors and pupils become finer and more humanizing? Is the sponsor increasingly less necessary to the successful functioning of the group?

Are individual pupils developing? Have some recreational, vocational, educational, social, or health needs been cared for? Is the individual pupil learning to assume responsibility? Is the pupil learning to live with others more effectively? Have the potential interests and abilities of the pupil been strengthened?

Has the group progressed? Have qualities of effective leadership and followership been evidenced? Have there been many opportunities for cooperative effort? Have there been many types of social adjustment and development taking place? Has the group learned to assume and discharge responsibility as a group?

Has the offering of the school been enriched? Have the needs for a reorganization of the curriculum become more evident? Has this activity really contributed to the vital life of the school?

Are these activities intimately related to the community? Have community resources been tapped? Are these activities cooperating with community organizations? Has the community grown in understanding and appreciation for these activities? Have these activities raised the level of social living?

Adventure in Radio

HAROLD E. MARBLE

Mynderse Academy, Seneca Falls, N. Y.

The Mynderse Academy Amateur Radio Club has been in existence for a little over three years. In general, the club has two major objectives: the training of its members as amateur radio operators and mechanics so that they can obtain Federal licenses and

equip and operate individual stations, and the installation and operation of the club station.

Three members have obtained amateur operator licenses. One of these has a station in operation, and another has one about to be completed.

The club operates a 75-watt radiophone (W8NLY) at the school and has had two-way communication with other amateur stations in ten states. This station has, on two occasions, been moved to the platform of the auditorium, where it was used to demonstrate amateur radio contacts to the school assembly.

Both of the programs were highly successful from both the educational and entertainment viewpoints. Several other amateurs, within a radius of twenty-five miles, "stood by," and a "round table" discussion was held. The conversation of the various operators was audible throughout the auditorium. One of the stations had been in flood relief service, and the operator gave a brief description of his experience. "Mike fright" was also demonstrated by calling several teachers and students to the platform to talk "over the air."

The club station has been in frequent use during noon hours and immediately after school, at which times opportunity has been given students to converse with unseen momentary acquaintances.

A radio code station has been operated at the home of the faculty adviser and has had two-way communication with amateurs in eighteen states and four Canadian provinces.

These are the outward evidences from which it is assumed that the radio club is a successful school activity. However, all three licensed members have been graduated or left school; only two or three have any chance of qualifying this semester, the membership is small and fluctuating, and it will require considerable revamping of objectives and program to continue the existence of the club.

Amateur radio is a comparatively complicated science, one which requires a relatively high intelligence for its comprehension. If one were to take a class of superior freshmen, it would require at least one hundred periods of formal study to prepare them for the Federal license examination. In addition, they would be required to send and receive thirteen words (sixty-five) per minute in International Morse code, which requires not less than three months of half-hour practice periods. In general, the student who enjoys

studying radio technique finds code practice arduous, and the student who likes code practice does not care for technical discussions.

Furthermore, because of the demonstrations of the station, most students join the club principally to enjoy the club station and are not at all interested in radio as a hobby. For this last group, the club seems to have very little to offer. The station can not be operated except by a licensed operator, which, at present, means the faculty adviser. Practically no other stations are "on the air" during school hours or immediately after. During the evening, amateur interference is usually so heavy that satisfactory communication on our low power equipment is seldom obtainable. During the noon hour, five or six people may get a chance to say a few words two or three times. Perhaps it is just as well that conditions prevent more of this type of activity, as the conversations soon become inane and have no value as a school activity. There is notable exception to this. A few members who are really interested in radio have established worthwhile new acquaintances among the amateurs contacted and have shown social growth as a result.

As a general rule it is the retiring individual who is attracted by amateur radio. He wants a hobby which he can pursue in the seclusion of his own room and can discuss with others without having to face them. There have been several people of this kind who have shown considerable social growth through membership in the club.

Establishing a Community Calendar

EUGENE B. GERNERT, *Principal*

Abington High School, Abington, Penna.

Desirous of rendering additional service to its community, Abington High School established a Community Calendar in September, 1937. This calendar serves as a clearing house for events and interests in the community. Prior to its establishment, often on a single evening, various organizations would schedule meetings and social events in number far beyond the ability of the community to give support. Organizations frequently planned events in the immediate neighborhood in conflict with one another for each was working without the knowledge of the schedules of the others.

Members of the Girls' Hi-Y Club of the High School made a survey of all civic, religious, scholastic, and general organizations in our township, also those in the adjoining territory. This work in itself proved interesting, for more than one hundred organizations were found.

Boys in the mechanical drawing department

laid out twelve sheets of standard, white drawing paper, 18x24 inches in size, for the calendar months, arranged September to August, inclusive. These twelve calendar sheets were placed on wall hooks near the office telephone, where they could be paged and consulted easily. Small duplicates of these twelve sheets were kept in the room where the Hi-Y girls meet.

The Hi-Y girls sent letters to each of the organizations and explained the existence and purpose of the calendar. The letters also invited the organizations to submit their events for listing throughout the year.

Organizations responded by letter, telephone, and personal call, and the girls properly entered these events. These listings included dates, time, and information in connection with the various organization meetings, dinners, musical and dramatic performances, dances, card parties, and other events growing out of the social, scholastic, and civic interests of the community.

Great care was exercised in listing the events, but no attempt was made to direct or allocate dates and events. Events were listed in the order received.

The result has been a fine and more cooperative distribution of community affairs. For example, the local civic club wishes to schedule a Mother and Daughter dinner for a certain evening. The secretary of the civic club telephones the school, asks a secretary or a Hi-Y girl on duty to read her the listings for the evening under consideration. She learns that a local church has a membership dinner and that the High School Parent-Teacher association meets that evening. She then asks about a second choice and decides that it is wise to take it.

The various organizations of our community are now more community-conscious.



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Many more people can now attend meetings of a wider choice of interest. The high school students are gaining valuable knowledge and experience in the larger life of the community, which they will serve as good citizens in the near future. The high school itself serves as an additional medium for publicity of worthwhile community interests.

Any high school may well consider a community calendar as a means of community contact and service.

Student Government

CARL C. STRODE, *Principal*

Sarasota High School, Sarasota, Florida

Student government in the Sarasota High School is now in its fifth year. First organized in 1933, under the supervision of Carl C. Strode, principal, it has continued without interruption until the present time, and each successive year has seen some additional responsibility placed in the hands of the pupils participating.

The purpose of the Sarasota student government organization is to cooperate with the principal and the faculty along both legislative and judicial lines. Three years ago a new constitution was drawn up, with amendments based on the previous two years' experience. In this constitution, the judicial power was made secondary to the legislature. It may be interesting to the reader to know that an amendment abolishing the "policing" powers of the pupils was defeated this year when it was placed before the student body for a vote.

The constitution provides for the election, each semester, of a student body president, who must fulfill certain scholastic and citizenship requirements, and who presides over both the Council and the Honor Court. The president also presides over the assembly programs and is an honorary member of the P.T.A.

The Senior High School Council, elected by the students, is composed of two representatives from each home room. In addition to its legislative powers, through which it acts as a medium between the student body and the faculty, the council also has the judicial power of a grand jury, determining whether or not cases which are brought before it should be "bound over" to the Honor Court. The Honor Court, which is composed of a representative from each of the tenth, eleventh, and twelfth grades, is the trial court which decides whether or not the pupil is guilty of the charges which are brought against him. The penalty suggested by the Honor Court is carried out by the principal, as the executive head.

Last year, the Student Council undertook to grade the pupils in citizenship. Each individual's record was discussed in a secret session, and the sponsors found that the grades, when presented to the faculty for final approval, were so fair and unbiased that very few changes were made by the teachers. This year the Council has again been entrusted with the same responsibility. Each pupil's grade is based not only on his general attitude toward the school, the faculty and his fellow students but also on his participation in outside activities, a record of which is kept by his home room representative throughout the semester.

This year, for the first time, the Council is planning the weekly assembly programs. Next semester will witness the printing of the first school handbook, to be distributed to the students at the beginning of the fall term. The Council also conducts an early morning study hall for the benefit of those pupils who come on the busses and have some extra time which they want to devote to the preparation of their lessons. The "policing" power of the Council consists in keeping the halls cleared in the morning before classes, helping the teachers to keep down unnecessary noise while classes are changing, seeing that the smoking privileges are not abused, and preventing shoving and overcrowding in the cafeteria lines.

Safety Activities

C. D. STEWART

Arthur Hill High School, Saginaw, Mich.

At the opening of the second semester last year, feeling the imperative need of making our students safety-conscious, our school formed a club designated as the Arthur Hill Drivers' Club and comprised of all the students having a driver's license or intending to procure one in the near future. From the Drivers' Club was formed the Arthur Hill Automobile Club.

The purpose of the Drivers' Club was to allow each driver an opportunity to learn traffic regulations as well as to impress upon him not only the responsibilities of driving a car but also the responsibilities of a pedestrian. We believed that this type of instruction could

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best be carried out by a qualified police officer. Whereupon we enlisted the services of our Saginaw Police Department, who kindly cooperated with us. During a specified hour of each day of the school week an officer of the traffic division instructed a class of drivers. This method of procedure was used because in Arthur Hill School there were about 400 drivers with varying hours free. It was evident that the whole group could not meet at one time. Therefore the membership was broken up into five groups, each group meeting at a different hour on a different day in the week, the class attended depending upon the free hour of the student. The course lasting fifteen weeks was given in the form of lectures and moving pictures. Written examinations and driving tests were conducted under the supervision of the traffic officer.

Members of the Drivers' Club of each advisory group elected a student who served as a member of the Board of Directors. The Board of Directors acted in an executive capacity for the Drivers' Club. From this board the following committees were appointed: (1) A traffic survey committee, whose duty it was to check and take care of the traffic conditions in and around Arthur Hill; (2) A committee on correspondence and posters; (3) A publicity committee, whose duty it was to report the progress of the club to the Arthur Hill News and to the Saginaw News; (4) A committee to check on the attendance of members at the meetings they were scheduled to attend. Each committee member acted as an assistant to the police instructor at the meetings.

Each member of the Drivers' Club was presented with a sticker to be placed on the windshield of his car. The student became a member of the Arthur Hill Automobile Club upon completing the drivers' course. He was then presented with an emblem to be attached to the license plates of his car and a certificate of graduation from the Drivers' School. These awards were designed by the school.

To become a member of the Arthur Hill Automobile Club it was necessary for a student to meet the following requirements:

1. Attend at least 12 out of 15 meetings.
2. Have no accidents during the time of the course.
3. Pass all tests given.
4. Pass a traffic examination with his own car under the supervision of a police officer.
5. Hold a driver's license.

While this method of approaching the safety problem at Arthur Hill is in an experimental stage, we feel we are taking a definite step

forward in helping our students to become safety conscious through the students' actual participation in courses in traffic safety.

A New Report Form

ROY HELMS, Principal

Amelia High School, Amelia, Va.

In getting away from the old school report form, the Amelia High School has turned to a mimeographed report card, approximately 3½x5½ in size with information on both sides. Unlike the old report card, this report does not have to be kept. The pupil is requested to have the parent sign the card and show the teacher that it has been signed, then the pupil is free to do whatever he wishes with the card because a new one is issued at the next report period.

This arrangement does away with the fear which the pupils and teachers have of losing the report card or of getting it soiled.

The grades used are the usual five-point grades: A, B, C, D, and E. A great deal of space is saved by having the courses numbered instead of having the full name written out. Space is left at the bottom of each report for any extra remarks which the teacher would like to have go home to the

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parents. These remarks, of course, would be individual and would be different for each report.

The front of the card carries a special message to the parent. The first report carried this message, "We are especially interested in the development of this student's personality; his attitude toward his teachers, toward his subjects, toward his school and toward his fellow students. We believe that if he has the right attitude in these respects, he will have little difficulty in passing his subject matter." The second report card carries the chief objectives of education which are: 1. Health; 2. Command of reading, writing and arithmetic; 3. Worthy home membership; 4. Vocations; 5. Citizenship; 6. Worthy use of leisure; 7. Ethical character.

Supplementary reports may be issued from time to time which will carry specific information about the pupil's personal habits rather than about his advancement in subject matter. Such a report may include grades on attitudes, use of school facilities, and character education.

The International Drawing Exchange

(Continued from page 60)

now been expanded to include representative schools in twelve states. Interest in the Exchange is growing steadily, as is evidenced by the large amount of correspondence which this organization is carrying on. Letters have been received from students and teachers in the various states signifying a willingness to cooperate. The Pennsylvania Soldiers' Orphan School, Scotland, Pennsylvania, has been assigned to take care of all correspondence and exchange drawings with Buenos Aires, Argentina; Bloomington High School, Bloomington, Illinois—Vienna, Austria; the Davis Technical School, Grand Rapids, Michigan—Pernambuco, Brazil; the La Porte High School, La Porte, Indiana—Canada; Sullivan High School, Chicago—China; Kansas Teachers' College, Pittsburg, Kansas—Abo, Poland; Ohio International Institute is handling correspondence with Avignon, France. Other schools of the United States are doing their work very enthusiastically and are getting excellent results.

A few of the countries to which mechanical, architectural, free-hand, and machine drawings have been sent are the following: Australia, Norway, Panama, Sweden, Scotland, Switzerland, Germany, India, Luxembourg, Poland, Japan, and Hungary.

Among the drawings received so far from twenty-three countries are interesting specimens of an ornamental character from stu-

dents in Athens, Greece; mechanical and free-hand drawings from the students of Panama, Scotland, Luxembourg, Netherlands, Czechoslovakia, Persia, Austria, and Norway. Drawings of an architectural nature have been received from Bombay, India. Recently a large exhibit of drawings came from the Minister of Education in Poland. Through the efforts and cooperation of the Hungarian consul a wonderful exhibit has been brought to Chicago. It represents the best work of the boys and girls of Budapest between 12 and 18 years of age and testifies to surprisingly mature intelligence and technique. There is plaster of Paris sculpture, the usual water colors, pencil and charcoal sketches, designs for linen, book plates, posters, and the more unusual examples of satirical cartoons. A large number of drawings have been received from the Minister of Commerce and Business, Berlin, Germany. These drawings were executed by free-hand, architectural, and engineering students in the State Technical School in Berlin and Neukoln. The latest addition to our collection is a variety of drawings rendered by the students of the Stavanger Technical School, Stavanger, Norway.

The drawings received have been the object of eager inspection while on exhibition, and as one student was heard to remark, "We take an interest in the work done by foreign students and entertain a measure of admiration, respect, and friendliness for the young craftsmen."

The International Drawing Exchange exhibit has been on display at the Chicago Lighting Institute; the Illinois Host House; Century of Progress Exposition; Marshall Field & Company, Chicago; International House, University of Chicago; Harris Hall, Northwestern University; University of Illinois; Art Institute, Lafayette, Indiana; Dayton, Ohio; St. Louis, Missouri; Sycamore, Rockford, and Waukegan, Illinois; and numerous educational conventions.

It is hoped eventually to establish permanent exhibits of the work of student artists, architects, and engineers, not only in Chicago but all the principal cities of the world.

It is our sincere wish that the International Drawing Exchange will in a small way be a contributing factor to the establishment of permanent peace—a vital need in our family of nations. Unless civilization abolishes war, war will abolish civilization. If there were to be another world war, there would be no victors, only survivors.

One child out of every twenty now in our schools will sooner or later be in a hospital or sanitarium for the insane.—*Carleton Washburne.*

Stunts and Program Material

MARY M. BAIR, *Department Editor*

'Short Shorts'

Make your stage the setting for a "contrast" tea. Two groups should be acting at the same time. The group at one end of stage is giving a tea as it should be given, the other group making all the social errors which are too often seen.

A dramatization of some selection from the old McGuffey reader, followed by a dramatization of a "pulp" story.

The reading of poems or stories, the singing of songs written by an author whose birthday falls within the month in which this particular program is presented.

Project stunts easily prepared to show the importance of safety, fire prevention, health, thrift, industry, study, recreation, posture, good reading, athletics, dramatics, music, school spirit, etc.

Impromptu tryouts for an all-school vaudeville or minstrel show.

Representative students to inform concerning, then to justify and popularize various departments, classes, and activities of the school.

A current events program given in dramatized versions of each event.

Importance of the P.T.A.

The student body should be made to realize that such an organization as the P.T.A. exists. They should know that such an organization is or is not functioning in this particular town. Use a stunt which will employ the interest of the student group in getting the parents to become interested and to take part in making the P.T.A. a vital thing in the life of both school and community.

The following suggestion is for a stunt in which both actors and audience can participate. Each may carry his "assignment" to the person or persons whom he has chosen or drawn in the contest stunt. Here is the idea: a few students who are "in on" the stunt come upon the stage, where they meet the principal or one of the sponsors. They speak of their concern that the parents are not showing more interest in the P.T.A. The sponsor agrees with the students and is delighted when told that the group has an idea which, when carried out, should result in the desired tie between the school and the community. The whole student body must cooperate. To do this each third student must

draw a folded paper from the basket which will be passed as the sponsor tells something of the benefits to be derived from a wide-awake P.T.A.

The students are now told that personal calls are to be made upon the various parents whose occupation is written on the paper drawn by the student and proper wearing apparel is selected from samples passed after students break up into groups of three (Numbers in these groups may be determined by the enrollment or number of samples decided as suited to the drawings for that particular town.)

There will be much fun and "puzzlement" as samples (which carry no mark at all) are chosen as appropriate for the profession or occupation drawn. Each group must find its own sample and if some discussion and trading is done among the groups, then the greater the interest.

After all professions and samples are matched, the one who has done the drawing becomes chairman of his group and sees to it that members of his committee call singly and jointly upon the parent designated by the drawing.

When calling, the students must tell of the stunt, the reason for its being, then "sell" the P.T.A. idea to that one upon whom they are calling.

A vivid report of each committee will furnish ample amusement for the entertainment hour of the P.T.A. meeting, which comes very soon after calls have been made.

"Titles" to be passed in first basket are as follows: (each sample of cloth to be passed in second basket is named in parenthesis directly following first basket title)

1. Tallest man (longcloth)
2. Fat man (broadcloth)
3. Wheat farmer (flour sack)
4. Dirt farmer (ground cloth)
5. Editor (red)
6. Indian (blanket cloth)
7. Poultry man (a bit of feather stitching)
8. Sheep feeder (wool)
9. Architect (calico printed in blue—"blue print")
10. Cobbler (leather)
11. Undertaker (crepe)
12. Dairy man (cheese cloth)
13. Dry goods merchant (bolting cloth)
14. Grocer (sacking)
15. Fisherman (net)

16. Scotchman (plaid)
17. Baker (waffle cloth)
18. Bald headed man (hair cloth)
19. Barber (toweling)
20. Hotel prop. (sheeting)
21. Government official (red tape)
22. Gardener (lawn)
23. Army man (drilling)
24. Banker (checks, fine check gingham)
25. Surgeon (gauze)
26. Musician (organdie)
27. Artist (canvas)
28. Dancer (polka dots)

Surprise Talent

Oftentimes students are not given opportunity to display the talent they may possess. Many students, especially freshmen and students new to the school are shy and therefore hesitate to mention any contributions they might make to miscellaneous programs.

Shortly after school is opened, have a committee of seniors and juniors appointed to "mix" with students and ascertain concerning possible talent among members of the student body. Place notices on bulletin boards, announce in assembly and class rooms that a surprise program is to fill an assembly hour in the near future. Such a program is to be made up of persons not having appeared before in programs given by this particular school.

A prize should be offered for the first "application" submitted. The winner of this prize, however, should not be announced till the end of the surprise program, at which time the prize should be awarded. Also a prize should go to that person meeting with the greatest "audience appeal." These prizes need not and should not be expensive. Some honor in the way of all school recognition is better for all concerned.

It is indeed surprising to witness the novel and varied types of talent which will come to light once the above mentioned plan is sincerely and thoroughly put into practice.

The combined offerings resultant from three such programs included the following: numerous piano solos and duets, and a number each from violin, trick players, harmonica, trombone, clarinet, saw, and xylophone. There were vocal solos, male and mixed quartets, numerous dancers, one book review, two "campus problem" speakers, four readers, two travel talks and three play reviews. The travel talks and play reviews were given by students who had traveled or seen outstanding plays during vacation.

Attempt to locate, encourage and promote the "surprise talent" in your school and you will be agreeably surprised.

Western Union

Ten participants are required for this little stunt. Choose students who possess a wealth of imagination and a keen sense of humor.

These students are to be seated about the stage. The subject for the Western Union message must be similar to some school activity, school problem, or tradition. A committee of three is appointed from the audience, this committee in turn chooses the subject and the chairman presents the subject to the group upon the stage.

The message begins by the first participant starting by saying ten words (no more, no less) relative to the subject given. If the "instrument" records more than ten words an audible "stop" must come from alert members of the audience. Then the message must be given anew but containing ten words only and these to make a complete sentence. Each sentence must build toward something for the "instrument" next taking up the telling of the message and the whole to build so that opportunity for a thrilling climax is given to the last and final speaker.

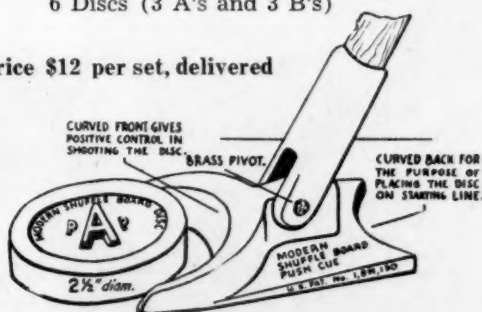
"Instruments" are informed that all adjectives used must be of an uncomplimentary type, or they may be complimentary but must

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remain the same throughout the complete message as given by the ten "instruments."

The subject, composition, and surprise climax of this one hundred word message is not only amusing but oftentimes "enlightening" to both audience and players.

Pep Stunts

Pep stunts go far to popularize extra-curricular activities. Make a separate stunt for each activity and use these as a series or combine them into one program. The following are but mere suggestions of ideas which, if elaborated upon, will make your pet activity "stand out" as something to be noticed and promoted by the whole school.

When football practice is well under way, the players and the new regalia are quickly and easily identified. Select girls to impersonate each member of the squad. The girl selected should be as different in type as possible from the player she is to impersonate. For instance, a small girl should represent the broad shouldered giant of the squad; the largest girl, the smallest member, etc. The girls should be "suited up" in the boys' regalia. One girl plays the part of the coach. She comes on first, blows a whistle, and the other characters fairly tumble onto the stage, seat themselves on "side line" benches to hear a lecture from said coach. Each player is in turn called upon for "his" opinion of what the squad needs to do to produce a winning team.

The "round table" can be made most humorous if each player goes into burlesque. Of course the coach agrees to make good each suggestion as given and the players go roaring off the stage fully determined to profit by the "low down" which has just been so sincerely voiced by its own members.

This same general outline may be followed as a basis for a stunt to advertise the basket

ball girls. Here the order should be reversed, the boys wearing the girls' uniforms, impersonating the girls, and with light, rapid burlesque, show how "our girls" can produce a winning team.

For the school paper, have each department represented by a committee of three. The news committee shows how "scoops" are procured. A chalk talk artist via blackboard demonstration may show the educational slant of a cartoon. The society committee may burlesque a party, tea or dance as given by the society fans in high school. The committee on advertising has the widest scope of all committees represented. Any advertising article may be "talked up." Any firm not yet having been sold on H. S. paper may be interviewed and "sold." In this "selling" all the advantages and worthwhile possibilities of the paper may be brought into play. The committee on editorials should choose from subjects pertaining to the school or to world issues. Each and every offering should be snappy and given a humorous slant.

Any or several home rooms may give actual demonstrations of achievements relative to that particular home room.

The dramatic club may give a burlesque tryout for potential members. Such applicants should read lines in comedy, farce, and melodrama. These lines should have been written concerning some local situation and the actors over-do the emotion on each given assignment. Following this the performer is given a character and situation by the director. This character is to be impersonated and the situation all acted in pantomime. Again, plot situations and character impersonations are all to be on the burlesque order. Faculty members or students are impersonated in over-drawn situations or traditions which are of particular interest to the school giving the program.

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Parties for the Season

MARY HELEN GREEN,
Department Editor

I See a Ghost!

The identity of the ghost is a bit uncertain. It may be Old Marley himself or perhaps the Headless Horseman. But, regardless of the identity or the method in which the ghost comes, some party-minded people at Hallowe'en will wish to share their experiences with others to whom they send ghost-like invitations:—

I see a ghost
Now do as I do,
For I am the host
And request it of you.

MASK!

(Place)

(Hour)

(Date)

Signed

With the arrival of this apparition come eerie noises characteristic of the Hallowe'en season. The rattling of bones, the groans, the clanking of chains, accompanied by active alarm clocks and tick-tacks call forth the screams of the arriving guests as they are greeted with a clammy handshake—a glove filled with wet sawdust.

In the dimness of the blue lights, the guests are rushed into the Ghost Haunts. Among the cornstalks and the pumpkins are the skeletons, other ghosts on broomsticks, scarecrows, the devil, black cats with flashing eyes, the moon, bats, owls, and witches.

Streamers of paper blowing out from an electric fan and noises which sound a bit "wash-boardish" or "tin-pannish" greet the guests here.

If younger children may be among the guests, extreme care should be taken to provide harmless fun for them, fun free from fears which are so apt to haunt them.

The old familiar games are probably the favorite ones. Perhaps they will include a hunting game, a relay, a contest, some magical stunts, and of course some fortune telling. The games may, or may not, follow the theme of ghosts.

BLIND AS A BAT

As the guests are seated in total darkness in circle formation various articles are passed. When they have made the complete round and have been put aside, the lights are turned on and the guests test their ability in remembering what they felt by writing the list on paper.

A hunting of the disembodied parts of a ghost is also a test of blindness. They may be made of paper and later put together.

AS QUICK AS A CAT

"For the cat's sake" there should be a relay of feeding the cat. Peanuts may not be the cat's favorite diet, but at least they are easily carried to this improvised lifeless pet.

There are many other games to honor the cat. "Poor pussy" with its individual interpretations never grows out of date. A black cloth which may be thrown about a circle permits the one who is "It" to tag anyone in possession of the cat. The witch's cat may be pinned on the witch's broom, or the eyes or tail of a cat may be pinned on the cat in a blindfold contest.

AS WHITE AS A GHOST

In the presence of one-half of the audience, the other half in sheet apparel walks one at a time. In disguised steps and stature their recognition is difficult.

In a ghost walk, as weird music is played, anyone found on a designated black paper cat or other Hallowe'en symbol when the music stops is out of the game. If cornstalks are used, "Way Down Yonder in the Cornfield" may be played.

Two people in the group are selected as ghosts. Through the hand shaking method, anyone who shakes hands with either of them becomes a ghost and continues until all are ghosts. A prearranged signal is the method of discovering the ghost. For instance, ghosts may be instructed to say "Now, you and I are ghosts."

Ghost golf consists of throwing balls into pumpkins which are numbered from one through nine. These are placed in various rooms which present many hazards. The one with the least number of throws wins.

WISE AS AN OWL

Magic stunts of many kinds add to the mystery of a Hallowe'en party. Ghost magic requires the naming of a white object before the correct one is named. Magic words are guessed if preceded by any word beginning with any of the letters g-h-o-s-t. Ghost numbers are guessed by using a code in which first letters of words used in speaking to the confederate correspond to numbers as 23. "Be careful"—"b" is the second letter, "c" the third.

STILL AS A GHOST

Six playing cards are given to each player. By passing a card on to one's neighbor and receiving one from another neighbor or by drawing in turn from a dummy, books of similar numbers or suits are made. The first to complete a book announces the fact as quietly as possible by merely placing his right index finger on the table. Each of the other players must place his finger on the table as soon as he discovers the first one. The last to do this is a ghost and must drop out of the game until all are ghosts.

Partners for supper or refreshments are selected by the girls as they hunt for the man in the moon. The boys are silhouetted one at a time behind the full golden moon, and the girls, in turn, in single file formation, choose their man. Or, if one prefers, the girls and boys may meet at a crescent moon and the boy step over it to join his partner.

Eats may vary to satisfy one's appetite. A black, orange and white color scheme is probably the most enjoyed. There may be open-faced or closed sandwiches and Hallowe'en faces made of raisins, olives, pimento or cheese. In the closed sandwiches the upper part may be cut out as the face, and the cheese from the lower half allowed to come through. Hot gingerbread with orange cheese filling is a tasty bite. Cider from a cauldron on a tripod or from a bowl inside a pumpkin, also pumpkin pie with whipped cream will be acceptable. For a sweet morsel, chocolate patties—mint flavored and decorated with orange faces—may be served.

An attractive place card can be made by printing names with poster paints on treated oak leaves. These leaves may be obtained from florists or treated at home with a glycerine solution.

Ghosts made of clothes pins or stick candy and marshmallows and covered with white crepe paper, make plans in unison around the pumpkin center piece on the table. An inverted nut cup, drinking cup or gum drop makes a standard for the ghosts. The crepe paper dress, if stiff, will be sufficient without an additional standard.

Hallowe'en bats and noise makers—loud enough to scare away all ghosts—make the individual favors.

The pumpkin or ghost cake reveals the future. Symbols of fate, supplemented with rhymes, are perhaps the most entertaining at the table. The symbols may be attached to string and drawn out or they may be hidden in excelsior, sawdust, sand, or small paper strips and hunted by the individuals in turn.

A scary ghost story will give real meaning to the expression "as white as a ghost" and if the guests are not scared stiff by the time it

is finished, they may realize that they have been regular night owls and must make their departure.

In the rush of the routine of the days, there is often the desire to have easily available some special reminders of things to do at parties. For the benefit of busy people, these lists are given.

METHODS OF FORTUNE TELLING

1. Unravel ball of string or crepe paper strips and at the end of each color find a fortune.
2. Look in mirror, as guest walks downstairs backwards, to see the future mate.
3. Throw two chestnuts in fire to test congeniality of couple.
4. Have guests sharpen pencil with a knife and read character from the results.
5. Hunt symbols of fate out of sawdust, sand or paper strips, these in a pumpkin or fortune cake.
6. Write fortunes on paper with lemon juice, milk or sulphuric acid. Bring out magic writing by applying a hot iron.
7. Carve initials on pumpkin and have

How-- to Produce a Play

Have you ever felt the need for a practical guide to help you in putting on a play?

Such a guide is available in "How to Produce a Play," by Jack Stuart Knapp. It tells you how to choose and cast a play and how to conduct rehearsals, and offers suggestions for costuming, make-up, lighting and scenery. The booklet supplements "Play Production Made Easy," another practical guide for the inexperienced play director, published by the National Recreation Association.

These two booklets may be secured at fifty cents each.

NATIONAL RECREATION ASSOCIATION

315 Fourth Avenue New York City

blindfolded guests jab the initials with a pin to determine their future partner.

8. Paste initials on paper and have blindfolded guests point out initials with pointer.

9. Throw apple peeling over shoulder to determine initial of partner.

10. Make placecards using initial of person's name as first letter of fortune—Albert Hunt—Always Happy.

11. Choose a saucer, while blindfolded, which contains a symbol, as water, meaning an ocean voyage.

12. Turn the witch's fortune wheel, which reveals fate or a number which represents one's fate.

13. Spin a bottle or top on a fortune chart to determine fate.

14. Blow a feather on the fortune chart to reveal one's future.

15. Draw mystic scrolls from cauldron.

16. Blow candles to determine marriage year.

17. Break off straws from witch's broom.

18. Read fortunes drawn from pumpkin. (These are magazine pictures showing place to live, lucky signs, etc.)

19. Read tea leaves.

20. Read palms.

21. Read fortunes by cards.

22. Read fate by astrology—month of birth.

23. Read fortunes by crystal gazing.

24. Count apple seeds.

25. Count buttons.

26. Count petals on flowers.

27. Count white spots on fingernails.

28. Work an Ouija board.

29. Use purchased fortunes found in stores.

HALLOWE'EN GAMES

1. Hunt apples, pumpkins, cats, owls or witches made of paper. Scoring may vary.

2. Hunt fortune symbols in room.

3. Hunt for specially named articles as that particular article is mentioned in a story which is read. As soon as the reading is begun again, the listeners resume their original places. Scoring is done after the story is finished.

4. Avoid stepping on the witch's apple—a big paper one—it is a poisoned one and puts the one who does step on it out of the game. This is a murderer's walk.

5. Write answers to enigmas with words containing c-a-t, b-a-t, o-w-l, e.g., what the wind does—h-owl.

6. Unscramble Hallowe'en words—e.g., togsh—ghost.

7. Drink water or cider by using a teaspoon. Compete in a contest with an opponent.

8. Feed pop corn, while blindfolded, to partner with a tablespoon.

9. Pin stems on pumpkins.

10. Make a cat into a grinning Cheshire by pasting gummed tape on it for its facial expression. This is a blindfold contest.

11. Push apples across floor with a small witch's broom.

12. String wet pumpkin seeds.

13. Catch a broomstick, as it is released, when your number or name is called.

14. Give each person a Hallowe'en name, as spook, or owl. The ghost in the center of the circle calls "spook" and while they are exchanging places the ghost secures a chair if possible.

15. Require guests to write or repeat tongue twisters pertaining to Hallowe'en.

16. Bob for apples.

17. Bite apples off string.

18. Describe the witch's cat with adjectives beginning with "A," then "B." e.g., Arrogant cat.

19. Tag anyone who crosses a ghost line or enters circle representing the moon.

20. Create jack o' lanterns from oranges, or masks from paper bags.

21. Draw black cats, owls, etc.

22. Feel articles which are tied in paper bags and after all are felt write list from memory.

23. Try guests on tricks as "The moon is round, has two eyes, a nose and a mouth." (This is done with the handle of the witch's broom on the floor and with the left hand.)

24. Use magic stunts known to only a few. They are available in many books.

Let's Go Nuttin'

The old quotation, "While there's mystery there's power," may not have been said in reference to parties. A touch of mystery, though, at least adds fun to an evening's so-

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cial function and indeed if the hostess provides fun, there is power.

The guests may or may not be given a hint of the time and date of the party. That will depend on the size of the group. A large group should be informed that someone will call for them at a certain time and may be even told the type of party. In a small group, arrangements may be made to keep people at home on some pretext, so that they will be available at the hour needed. Guests are requested to come as they are and if they do, a good deal of merriment is apt to be in store for the group.

If invitations are used, they may be written on paper leaves, on paper placed in nut shells or on cards decorated with almond shell faces, or acorn stickers. The words read:

Here we come gathering nuts this (date)
So early in the evening.
(Time) (Date)

Of course, there will be no insinuations about the "gathering of the nuts." It will be noticed that the place is omitted. This is to be a surprise. A car should be furnished for every six people if the distances are too far for walking.

For school functions, in order to maintain secrecy the invitations may all be sent or given to the principal, who has an assistant to deliver them to the proper persons.

After all the guests have assembled at the place of the party and the conversation has subsided a little, it is time to "go nuttin'." All the guests are squirrels and are told to hunt their winter's supply of nuts. Unroasted peanuts are the least expensive to use, but may be varied with other kinds. They may be hidden in improvised branches which when shaken will cause a scramble after them. These branches and leaves are a part of the decorations. Score cards for this and succeeding games should provide a place for individual and group scores. Suggestions for nutty games are:

Guessing number of nuts in a container.

Rolling nuts with nose, pin or stick.

Tossing nuts in basket, pan or in concentric circles.

Picking up nuts with chop sticks or a substitute such as knitting needles.

Carrying nuts on knives in a relay.

Jabbing nuts with long pins.

Cracking nuts—either literally or figuratively.

Passing nuts from hand to hand or from spoon to spoon, held either in the hand or in the mouth.

Dropping nuts in milk bottles, which is on the floor behind a chair.

Selecting nuts—a guessing game with answers

pertaining to nuts. This may be a question and answer game in which pictures represent nuts, e.g., a country in South America—brazil-nuts, or a picture of a person sneezing—cashew. Some of the other nuts which may be used, along with hints as to how to identify them are:

Peanut—vegetable
Hazelnut—girl's name
Butternut—dairy product
Beechnut—beach
Walnut—part of house
Cocoanut—drink
Chestnut—pirate's box
Acorn—corn

Creating figures or tea sets from acorns and toothpicks.

Creating owls, dogs, cats, rabbits and chickens from peanuts, toothpicks, and paper. There are some unusual shapes found in

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peanuts which lend themselves to the making of such creatures.

The prizes for the successful guests may include nut candy bars, peanut brittle, cocoanut candy, nut dolls, English walnut shells filled with raisins or other goodies, and Beechnut gum or mints.

Black walnut favors, nut dolls, fortunes held "all in a nut shell," will encourage the disheartened spirits of those who did not get a prize in the contests and games.

Some suggestions for nutty eats from which the hostess may choose her favorites and combine with some less nutty dishes, are mentioned below:

Sandwiches—

Cheese and nut
Date and nut
Olive and nut
Peanut butter and jelly
Peanut butter bread
Nut bread

Doughnuts

Cake

Angel food topped with whipped cream and ground peanut brittle
Nut cakes or cookies

Ice cream

Almond toffee
Butter pecan
Black walnut

Nuts

Salted—sugarcoated—chocolate covered
Dipped in fondant
Dates stuffed with nuts
White cherries stuffed with nuts

May the harvest be truly great!

Development of New Assembly Practice

(Continued from page 55)

GEORGE: But that won't be any fun!

PROF.: That's just where you're wrong, my boy. You have learned to know your subjects only in the classroom, and you don't realize the wealth of entertainment hidden in each one.

TOM: Then won't we have any movies?

PROF.: Indeed, yes. Your principal told me that the committee voted to show one reel at every assembly—

SUE: Ooh! JANE: That's fine! GEORGE: Good! TOM: Swell! (all at once!)

PROF.: —if one can be secured that will carry out the theme of the program (groans). Wait! didn't you see, at a recent assembly, a film on the making of the constitution?

TOM: You bet we did. It was *swell*!

PROF.: It was historical and entertaining at the same time, wasn't it?

JANE: I see what you mean, Mr. Durbin. It sounds like a good idea to me.

TOM: But no Mickey Mouses! Oh, well, I see them *every Saturday*, when I go to the movies in town, can't I, Dad?

PROF.: (laughing) We'll see, son; we'll see.

GEORGE: And won't we have any more singing?

PROF.: Certainly. Practically every week, I imagine.

SUE: You'll have a chance to *keep from singing* every Wednesday, Porgie.

JANE: And no applause, remember.

MOTHER: It sounds to me as if you are all very fortunate in attending a school as educationally progressive as Cochran.

SUE: We know it, Mother.

MOTHER: Thomas, I believe you may as well stay in town for lunch on Wednesdays, hereafter.

PROF.: Why?

MOTHER: The way it looks now, I'm going to want to be among the visitors at Cochran's assembly every week.

PROF.: And I don't blame you, Mother.

SUE: I'm all for it—are you kids?

JANE: I believe it will be fun!

GEORGE: Think how many more different boys and girls will have a chance to be in the programs from now on.

TOM: It will be *SWELL*.

MOTHER: Your son has a vast vocabulary! The only adjective he knows is *swell*.

PROF.: My son? Mine? That's—that's—

CHILDREN: *SWELL*!

SUE: Here's to Cochran's New Plan.

TOM: (Rushing up to lead cheer) Yeah! Cochran!

CHILDREN: (in huddle) Rah! Rah! Rah!!!

Curtain

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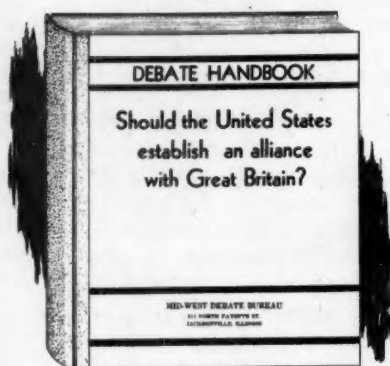
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Debate Handbook: A complete handbook of 234 pages divided into eight sections as follows: (1) A complete strategy of 24 pages; (2) A bibliography covering all materials of importance; (3) A Lesson Series of 40 pages with 9 important lessons covering the entire debate topic. Includes maps, charts, illustrations, critical analysis of the question and each lesson is followed by a set of questions. (4) Who's Who in the authorities; (5) Affirmative Brief; (6) Affirmative Rebuttal File of 58 pages; (7) Negative Brief; and (8) Negative Rebuttal File of 62 pages; (9) Official Questionnaire.

Set of Speeches: A complete set of two affirmative and two negative speeches. Speeches over 1800 words in length, and each important statement has the authority listed.

Debate Review: A monthly magazine published four times during the school term.

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School Activities Book Shelf

NEW TRENDS IN GROUP WORK, edited by Joshua Lieberman. Published by Association Press, 1938. 229 pages.

In this book the National Association for the Study of Group Work presents articles by nineteen outstanding leaders in the field. Together these chapters supply a unified picture of the group-work frontiers, of the various points of view, and of the progressive evaluation that is invaluable to the group leader, social worker and teacher.

The contents of this book are as follows: Education for Social Action, by Grace L. Coyle; Education for Social Change, by John Dewey; Up from Charity—an Experiment in Neighborhood Cooperation, by Isabel Merritt; The Outlook for Group Work, by Henry M. Busch; Group Work Aims and Progressive Education, by Joshua Lieberman; How Shall We Conceive Discipline? by William H. Kilpatrick; Virtues versus Virtue, by Goodwin B. Watson; Helping Youth Groups Face Current Issues, by Abel J. Gregg; Application of Progressive Educational Principles to Group Work, by LeRoy E. Bowman; Changing Concepts of Adult Education, by Thomas H. Nelson; Dramatics and Personality Growth, by Charlotte B. Chorprenning; The Training of Leaders in Group Work, by Arthur L. Swift, Jr.; Developing the Leader as a Person, by Louis Kraft; Professional Training of Group Work Supervisors, by Charles E. Hendry; The Executive as Educator, by Hedley S. Dimock; Co-ordination of Group Work and Case Work Services, by Clara A. Kaiser; Group Work as Individual Guidance, by Margaret Swendsen; Play as a Means of Social Adjustment, by Neva L. Boyd; and Record Keeping in Group Work, by Clara A. Kaiser.

PAINT, POWDER, AND MAKE-UP, by Ivard Strauss. Published by Barnes and Noble, 1938. 260 pages.

This book explains the art of theatrical make-up. It will meet the needs of the professional but it offers the amateur the basic principles of make-up in a way that will serve him in every situation that is apt to arise. The text material of this book is clearly written and generously supplemented by more than a hundred illustrative photographs and line drawings.

This author begins by surveying the origin and objectives of make-up and continues with a discussion of the elements of art, practical suggestions, notes on color and lighting, and

an evaluation of make-up materials. He does much to show the common faults and shortcomings of amateur make-up and to make possible satisfactory effects without the help of a make-up expert. The dramatics interests of every school should have this assistance.

GENTLEMEN AREN'T SISSIES, by Norton Hughes Jonathan. Published by The John C. Winston Company, 1938. 204 pages.

This is a modern guidebook for the young man about town who wants to know his way around.

Being popular means being a gentleman, knowing how to behave anywhere, in anybody's company, posed and sure of one's self at home and abroad—ready for anything. This guidebook will show the how, why, when, and where of doing the right thing.

There are also ideas for new, original "dates" and parties—all kinds of informal good times.

Young women as well as young men will profit from reading this book and they will enjoy Mr. Jonathan's light easy style backed by a good understanding of young people.

Yes, we'll all agree, *Gentlemen Aren't Sissies*.

THE COMPLETE BOOK OF GAMES, by Clement Wood and Gloria Goddard. Published by Halcyon House, 1938. 894 pages.

The name of this volume is hardly an exaggeration. It is a guidebook to fun, a handbook of recreation. It contains the rules and procedure for every kind of game, for both children and adults, both indoors and outdoors. It will serve as a reference book on questions of rules of familiar games; it will teach new games for every occasion and purpose. Its material is presented in such a way as to economize space. Its great number of pages is the equivalent of several books of ordinary size. There is a place for it in every school library and a need for it in the hands of everyone who is responsible for group play and recreation.

Real democratic government cannot be brought about merely by establishing constitutional guarantees of liberty and by providing the machinery of suffrage. There still remains the more fundamental problem of educating the people to an understanding of and participation in their collective affairs.
—Harold Rugg.

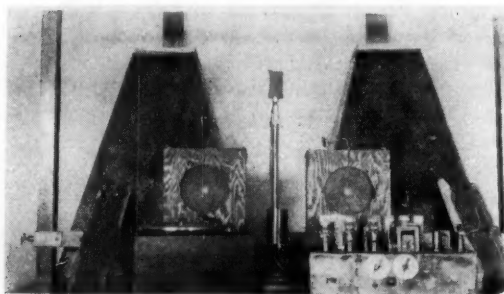
Science Club Makes Amplifier

(Continued from page 62)

Due to this careful planning many boys were able to work on the wiring at various times without trouble.

At the time the wiring was taking place, boys who were not engaged in that work, twisted cables, made baffles for the speakers, and built a case for the amplifying unit.

The wiring, testing and adjusting took sev-



The Project Complete

eral weeks, but finally the club was ready to announce to the school the completion of the work. This was shortly before the time for the club to present a program for assembly so they waited for that and first placed the system into use at the program. It worked very well and was pronounced a success. The use of the system was then offered to the school. It has since been used for assembly programs, social hours, grade school musicals, eighth grade and high school graduations, senior class day exercises, and all home football games.

In a project such as has been described several things were learned by those taking part. A problem was presented which at first looked to be too large to be solved by a group of high school boys, but the persons involved learned that such a problem can be solved by study and consultation with an authority.

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While the value to the individual student is of paramount importance the results of the project were of value to the school and to the student body. It is a goal for others to try to accomplish, the making of something worthwhile even though it seems too difficult to attempt.

Comedy Cues

Neighbor Joyner—My, but your daughter Sally is growing fast.

Neighbor Rygg—Oh, I don't believe she's any worse than the other young folks in town.—*Pathfinder*.

Dinocan—What are your terms for student boarders this year?

Landlady Frump—Same as last year—bums, loafers, no-goods and dead-beats.—*Pathfinder*.

Brokaw—What is your position in the club?
Sally—Absolutely neutral. I don't side with either faction.—*Pathfinder*.

Teacher: "When was Rome built?"

Percy: "At night."

Teacher: "Who told you that?"

Percy: "You did. You said Rome wasn't built in a day."—*Boston Transcript*.

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